



Digital Literacies for a Post-COVID World

UEL Mental Wealth Development Day

4th June 2020

<https://bit.ly/UEL-digilit>

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Dr. Doug Belshaw

<https://doughelshaw.com>

<https://weareopen.coop>



Overview

I: Problematizing

II: Power

III: Plurality

IV: Process Model

V: Parting Shots

PART I

Problematizing

“From a sociocultural perspective, there is not just *literacy*. Rather, there are very many qualitatively different social practices of reading and writing, and many different conceptions of what is involved in reading and writing. There are very many cultures in which people read and write. Individuals move in and out of multiple ways of reading and writing. **In other words, there are very many *literacies*.**”

- Lankshear & Knobel (2017), ‘Digital Literacy and Digital Literacies: Policy, Pedagogy and Research Considerations for Education’ (*Nordic Journal of Digital Literacy*)

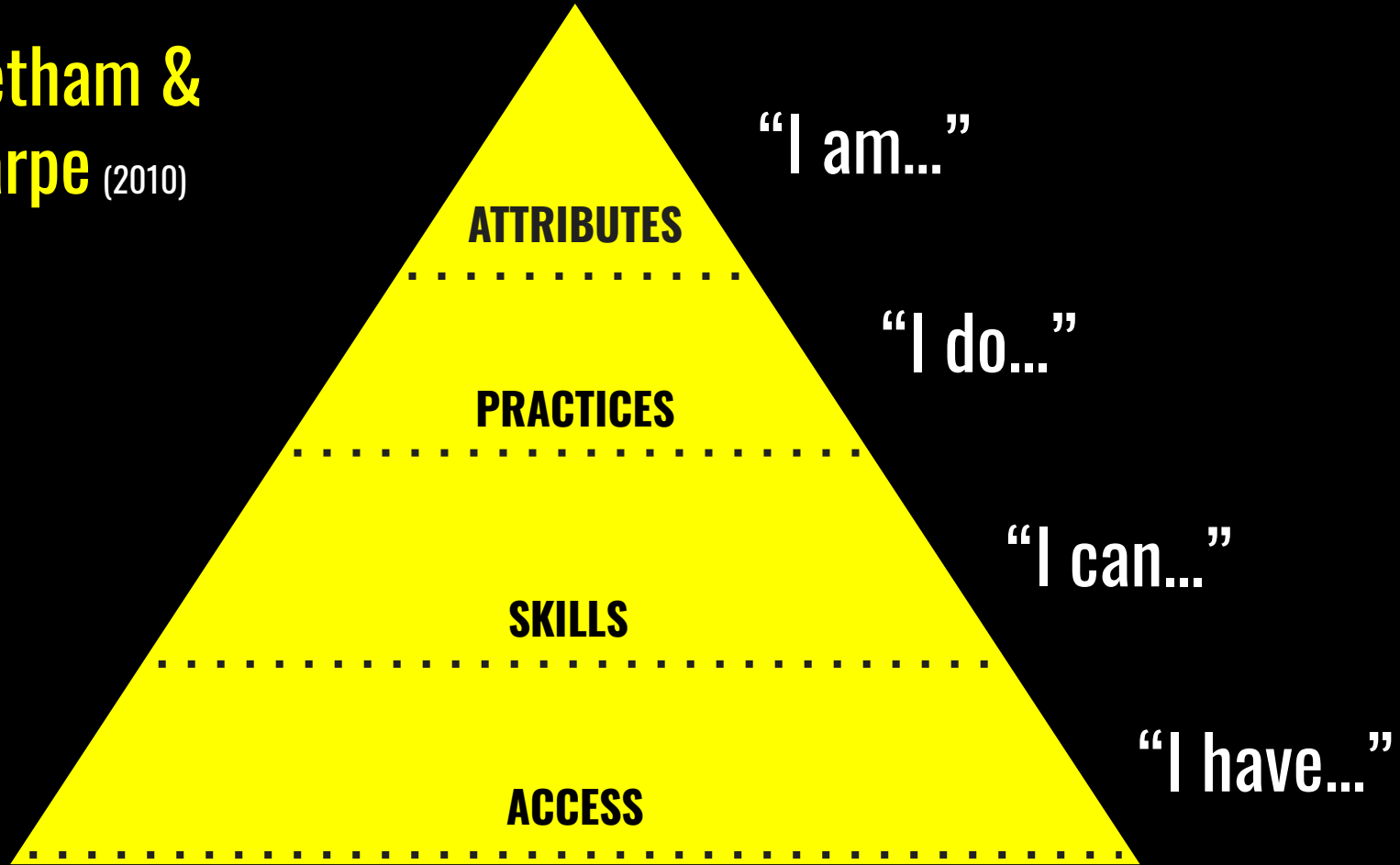


<https://www.idunn.no/dk>

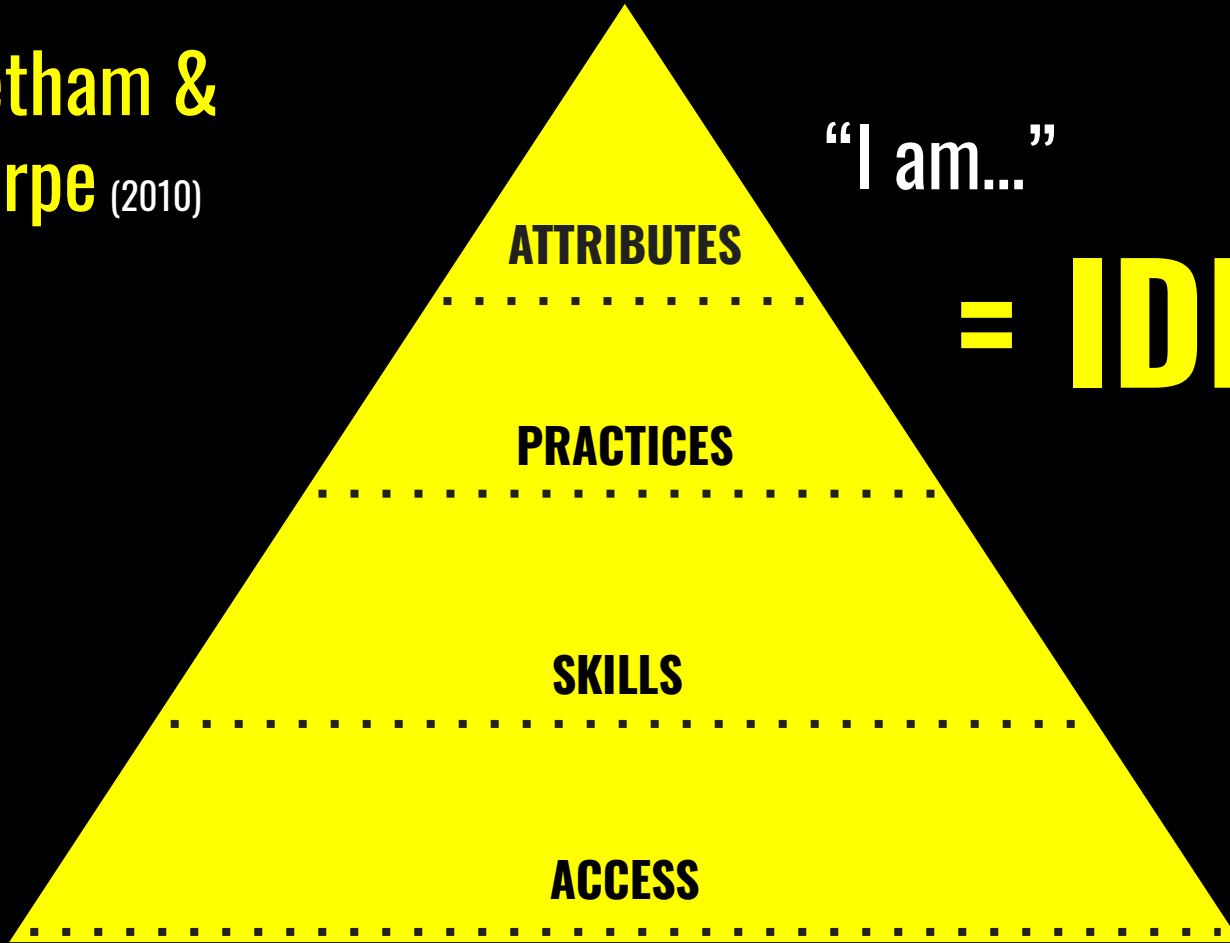
“Digital literacy is really digital *literacies*. Indeed [everything] that is named... as a discrete <<skill>> splinters into multiple social practices . **There are many different social practices and conceptions. These vary according to how people <<identify>> themselves...**”

- Lankshear & Knobel (2017), ‘Digital Literacy and Digital Literacies: Policy, Pedagogy and Research Considerations for Education’ (*Nordic Journal of Digital Literacy*)

**Beetham &
Sharpe** (2010)



**Beetham &
Sharpe** (2010)



“I am...”

= **IDENTITY**

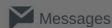
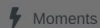
“Digital literacies present significant challenges to policy, pedagogy, and research in relation to education. In our view, facing and meeting these challenges begins from ensuring that digital literacy does not become the post-tyographic equivalent of functional literacy from the world of print.”

- Lankshear & Knobel (2017), ‘Digital Literacy and Digital Literacies: Policy, Pedagogy and Research Considerations for Education’ (*Nordic Journal of Digital Literacy*)

PART II

Power

What are people really saying when they say something is a 'literacy'?



Search Twitter



EDTECH HULK
@EDTECHHULK

Following

HULK THINK YOU CAN PUT "LITERACY"
AFTER ANYTHING AND MAKE PEOPLE
TAKE IT MORE SERIOUS! DIGITAL
LITERACY! MOBILE LITERACY! HULK
LITERACY!

RETWEETS
30

LIKES
8



9:03 PM - 11 Apr 2011



30

8



Tweet your reply



EDTECH HULK

@EDTECHHULK

HULK SMASH PUNY LAPTOP! NEED
BIGGER KEYBOARD!

FRONT OF COMPUTER, WHERE ELSE?

[pinterest.com/edtechhulk/](https://www.pinterest.com/edtechhulk/)

Joined January 2011

Trends

[#mondaymotivation](#) [#IFGS2017](#) [#NationalGardeningWeek](#) [#UKSG17](#) [#UKCoffeeWeek](#)
[Libor](#) [#ATLConf17](#) [#seaconuk17](#) [Great Barrier Reef](#)

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VEGETABLE LITERACY



DEBORAH MADISON
author of VEGETARIAN COOKING FOR EVERYONE

via @jgmac1106

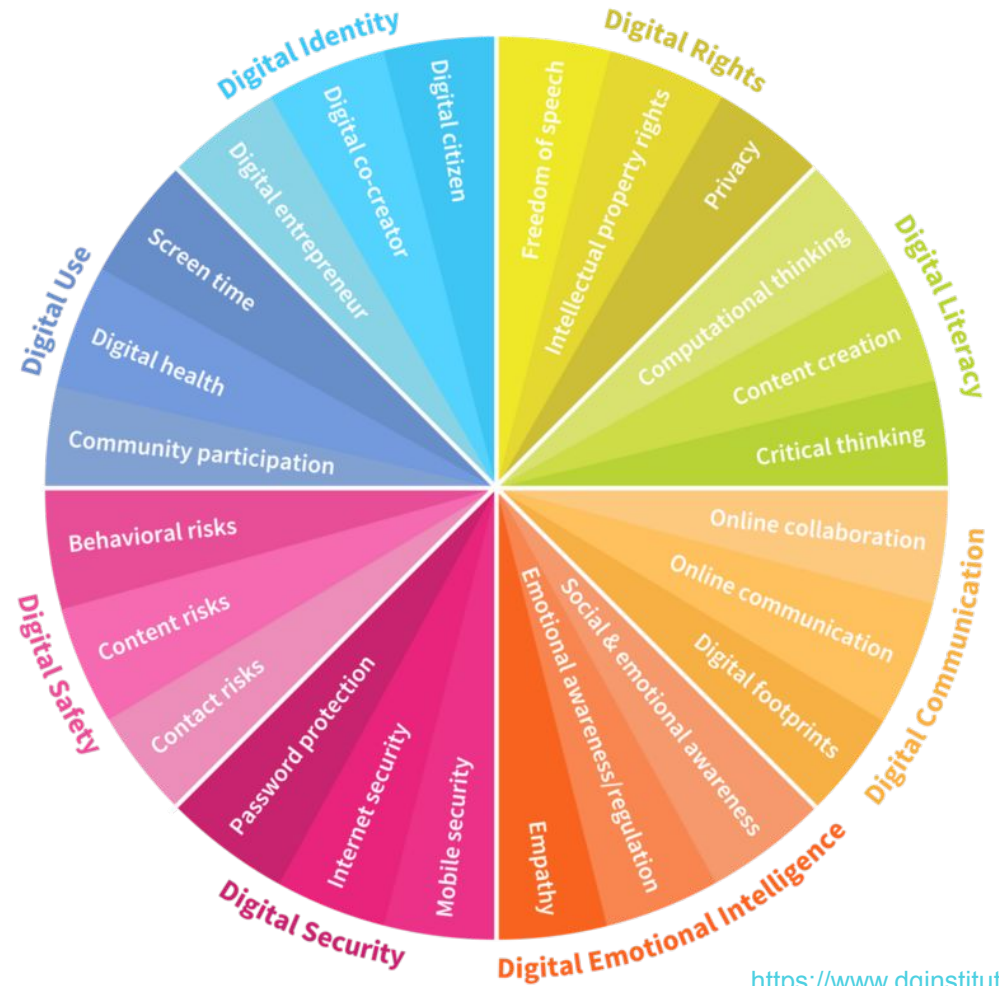


Digital literacy is about...

POWER

(just like all other forms of literacy)

Is this any good?



There's a dazzling, swirling **myriad frameworks** - most of which look appealing for one reason or another.



We shouldn't take each framework at **face value**, merely admiring the finished article.



Popular frameworks are often **beautiful** to behold - like raindrops on roses and whiskers on kittens



CC0 Axel Antas-Bergkvist



CC0 Pacto Visual

Most frameworks have a **rigid order** to them. They look like lots of research has gone into them.



Unless you roll your sleeves up and **get your hands dirty**, it can be difficult to apply existing frameworks.



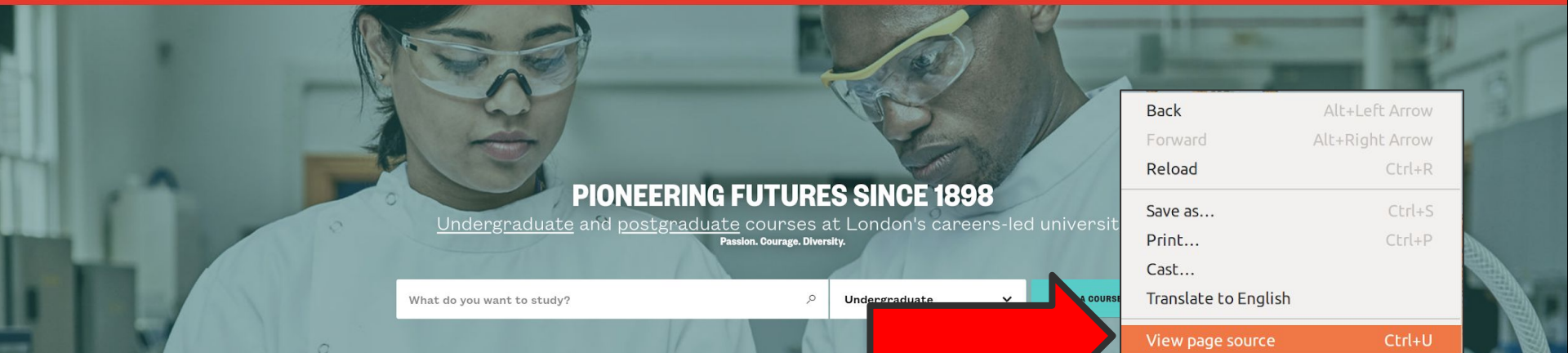
The power of frameworks comes in their application. We must peek behind the scenes where things can look messy.



An often-undervalued key feature of the web is that it's possible to **'view source'** on web pages.

COVID-19 INFORMATION AND UPDATES

[See more information](#)

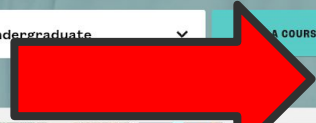


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Back	Alt+Left Arrow
Forward	Alt+Right Arrow
Reload	Ctrl+R
Save as...	Ctrl+S
Print...	Ctrl+P
Cast...	
Translate to English	
View page source	Ctrl+U
Inspect	Ctrl+Shift+I



Admissions 2020 - we're still open

Despite the coronavirus pandemic - we're still open and welcoming applications for September 2020 via UCAS.



Black Academy forum

If we ignore racism, wherever it is found, then we are complicit. All University of East London staff, students and alumni are invited to join our Black Academy on 3 June for a thought-provoking discussion on the tragic death of George Floyd and subsequent protests across the globe. We stand in solidarity. Sign up now.

[FIND OUT MORE](#)



Welcome to our undergraduate open event

In light of the current public health COVID-19 situation, we have cancelled our on campus events and will be delivering online events instead. Our next Open Event is **Saturday June 13**, register your interest here.

[FIND OUT MORE](#)

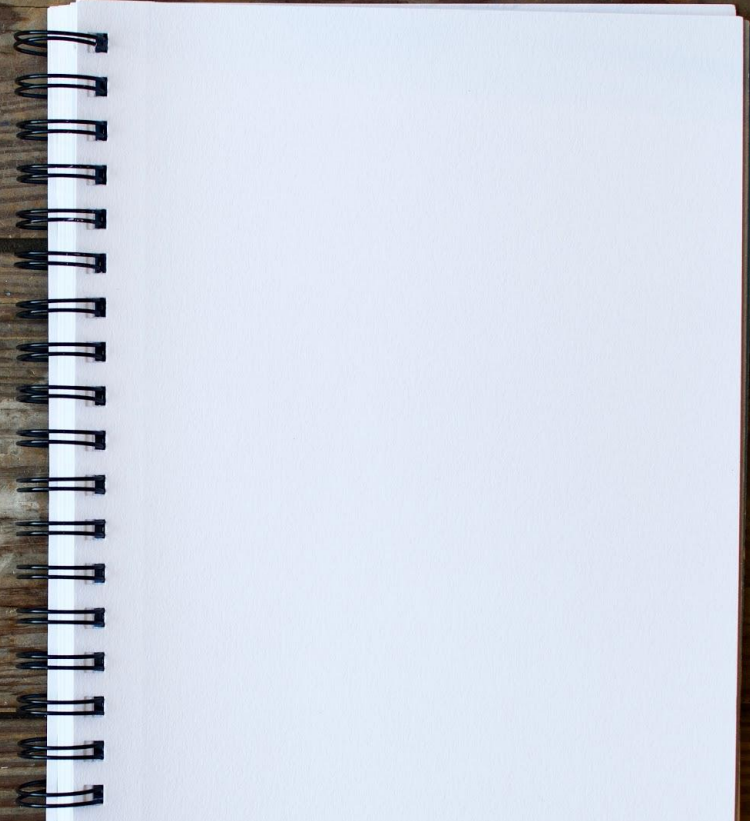
Most people who use the web don't look at the source code of websites. But it's important that we can.

```
1 <!DOCTYPE html>
2 <html lang="en">
3
4 <head>
5   <meta charset="utf-8">
6   <link rel="stylesheet" href="/Static/2020.0513.1159.50/main/look/style.css">
7
8
9
10  <title>
11    Home - University of East London (UEL)
12  </title>
13  <meta name="keywords" content="">
14  <meta name="description" content="Home">
15
16
17  <meta http-equiv="X-UA-Compatible" content="IE=edge">
18  <meta name="viewport" content="width=device-width, initial-scale=1, user-scalable=no">
19  <meta name="sc_version" content="13">
20  <meta name="sc_itemid" content="58F37F00-5B03-4778-A8BF-F45EE68C2117">
21  <link rel="icon" type="image/x-icon" href="/Static/Main/look/images/favicon/favicon.ico">
22  <link rel="canonical" href="https://www.uel.ac.uk/clearing-homepage" />
23
24
25
26
27
28
29 <meta name="VICurrentDateTime" content="637267693955578733" />
30 <script type="text/javascript" src="/layouts/system/VisitorIdentification.js"></script>
31
32 </head>
33 <body class="js-nav-is-fixed">
34
35   <noscript><iframe src="//www.googletagmanager.com/ns.html?id=GTM-KXXG7S" height="0" width="0" style="display: none; visibility: hidden"></iframe></noscript>
36   <script>(function (w, d, s, l, i) { w[l] = w[l] || []; w[l].push({ 'gtm.start': new Date().getTime(), event: 'gtm.js' }); var f = d.getElementsByTagName(s)[0], j = d.createElement(s), dl = l != 'dataLayer' ? '
37
38
39
40
41
42   <!-- BEGIN NOINDEX -->
43   <section class="c-main-menu c-main-menu--is-page-with-hero">
44
45
46   <div class="c-main-menu_header">
47     <a class="c-main-menu_logo" href="/" title="UEL Website Logo">
48       <span class="uel-icons uel-logo-lockup-white-web"></span>
49     </a>
50     <a href="#" class="c-main-menu_link uel-icons burger"></a>
51     <a href="#" class="c-main-menu_search" title="Press Enter to expose site search and start typing your search phrase, then press Enter again to get results">
52       <span class="uel-icons search"></span>
53     </a>
54     <a href="tel:+442082233000" class="c-main-menu_phone" title="Call Us on +442082233000">
```

Sadly, many frameworks **don't allow** you to see how they were made. There's no 'view source'.



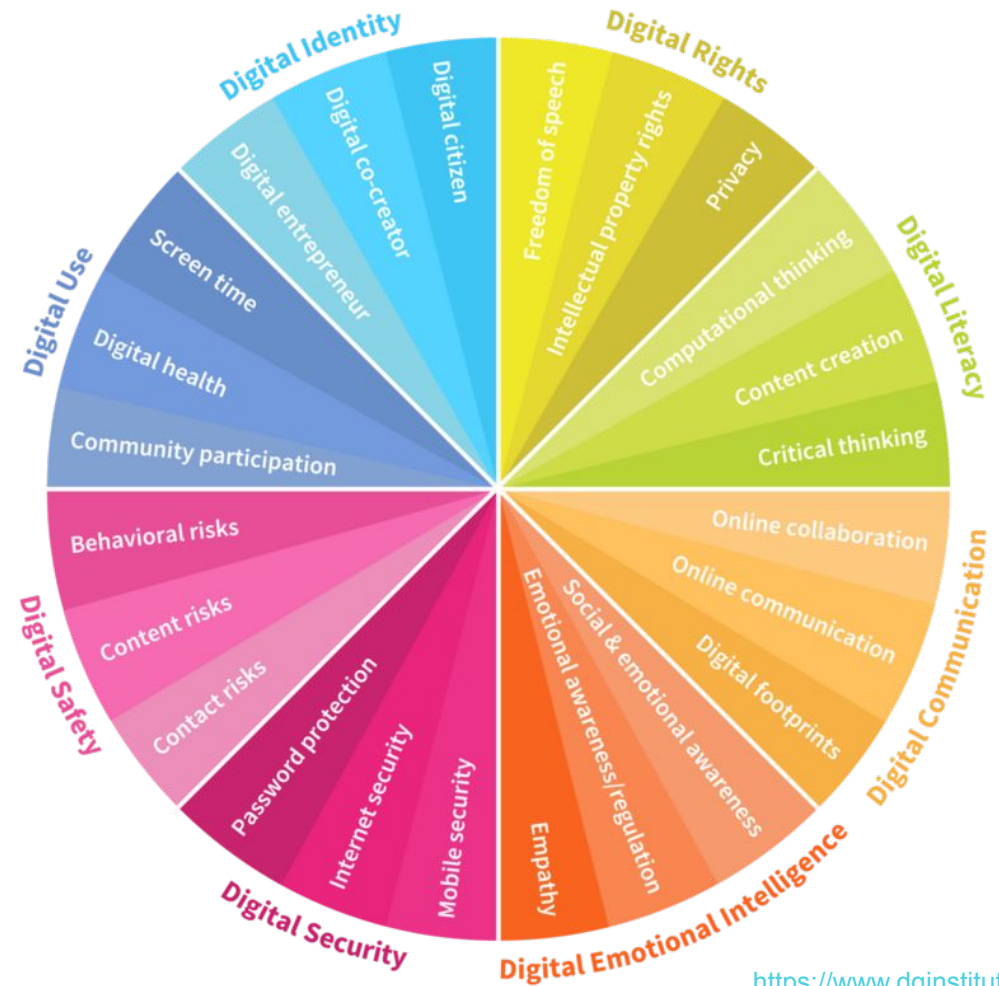
Every organisation's **context** is different. You're painting with different brushes and with a different palette.



You can't just take something **off the shelf** and expect it to work just because it *looks* good and well-researched.



So... is this any good?



PART III

Plurality



digital |



- digital **spy**
- digital **spy forums**
- digital **camera**
- digital **photo frame**

Press Enter to search.

Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.

Digital Literacy is important in education, the workforce and generally for every internet user.

Digital Literacy is one component of Digital Citizenship.

Digital literacy is when students can manipulate and evaluate data to construct their own meaning.

Digital literacy is using technologies to find, use and disseminate information.

Digital literacy is the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies.

Digital literacy is a process, not a tool.

Digital literacy is critical to the development of UK further and higher education as digital technologies provide new opportunities to enhance teaching, learning, research and the management of organisations.

Digital Literacy is essential reading for students, researchers, writers, investors, and anyone who intends to use the bountiful resources available on-line to bolster their work.

Digital literacy is the means by which our students can access and gain fluency in the core skills we already teach: comprehension, synthesis, rhetoric, and argument.

Digital literacy is about many things, not just digitization projects.

Digital literacy is an essential part of job-readiness, socialization and independence.

Digital literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.



One definition to rule them all?

“Digital literacy is a
condition, not a
threshold.”

Martin, A. (2006). A european framework for digital literacy. *Nordic Journal of Digital Literacy*, 02-2006.

~~Digital literacy~~

Digital literacies

It's all about
CONTEXT

Digital literacies are

**SOCIALLY
NEGOTIATED**

Cu

Cultural

Cr

Creative

Cn

Constructive

Co

Communicative

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

Cf

Confident

Cg

Cognitive

Ct

Critical

Ci

Civic

Cu

Cultural

Cr

Creative

Cn

Constructive

Co

Communicative

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

FOUR SKILLSETS

Thanks to Ted Parker (@MrTedP) for suggesting this grouping

FOUR MINDSETS

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

Cf

Confident

Cg

Cognitive

Ct

Critical

Ci

Civic

ANTI-FRAMEWORK

Cu

Cultural

Cr

Creative

Cn

Constructive

Co

Communicative

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

“The nature of literacy in a **culture** is repeatedly redefined as the result of technological changes.”

- Hannon (2000)

Cu

Cultural

Cr

Creative

Cn

Constructive

Co

Communicative

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

“The **creative** adoption of new technology requires teachers who are willing to take risks... a prescriptive curriculum, routine practices... and a tight target-setting regime, is unlikely to be helpful.”

- Conlon & Simpson (2003)

Cu

Cultural

Cr

Creative

Cn

Constructive

Co

Communicative

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

“[Digital literacy is] the awareness, attitude and ability of individuals to appropriately use digital tools...in order to enable **constructive** social action.”

- DigEuLit project (2006)

Cu

Cultural

Cr

Creative

Cn

Constructive

Co

Communicative

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

“Digital literacy must therefore involve a systematic awareness of how digital media are constructed and of the unique 'rhetorics' of interactive **communication**.”

- Buckingham (2007)

“Modern society is increasingly looking to [people] who can **confidently** solve problems and manage their own learning throughout their lives, the very qualities which ICT supremely is able to promote.”

- OECD (2001)

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

Cf

Confident

Cg

Cognitive

Ct

Critical

Ci

Civic

“Functional internet literacy is not the ability to use a set of technical tools; rather, it is the ability to use a set of **cognitive** tools.”

- Johnson (2008)

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

Cf

Confident

Cg

Cognitive

Ct

Critical

Ci

Civic

“Once we see that online texts are not exactly written or spoken, we begin to understand that cyberliteracy requires a special form of **critical** thinking. Communication in the online world is not quite like anything else.”

- Conlon & Simpson (2003)

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

Cf

Confident

Cg

Cognitive

Ct

Critical

Ci

Civic

“The ability to understand and make use of ICT - digital literacy - is proving essential to employment success, **civic** participation, accessing entertainment, and education.”

- Mehlman (2007)

EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

Cf

Confident

Cg

Cognitive

Ct

Critical

Ci

Civic

DEFINITIONS
USING THE RIGHT
INFORMATION TO
MAKE INFORMED
DECISIONS

Critical
(mindset)

Not wanting
to be
assumed
by
technology

Creative
(skillset)

Mixing up personal and
rest of world's resources to
create what you want

Think these through and **define**
them with colleagues!

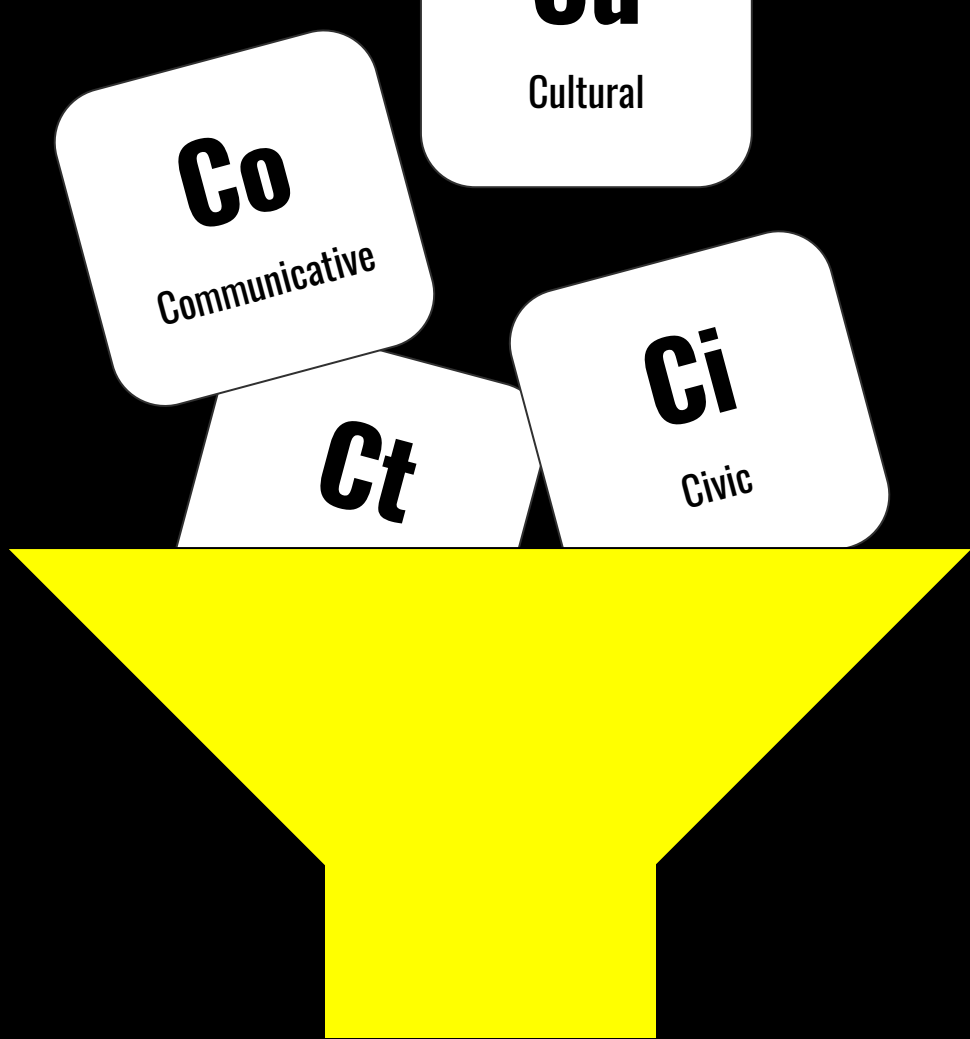
Traditional context

+

New twist

=

DIFFERENT LITERACY



Co

Communicative

Cultural

Ct

Ci

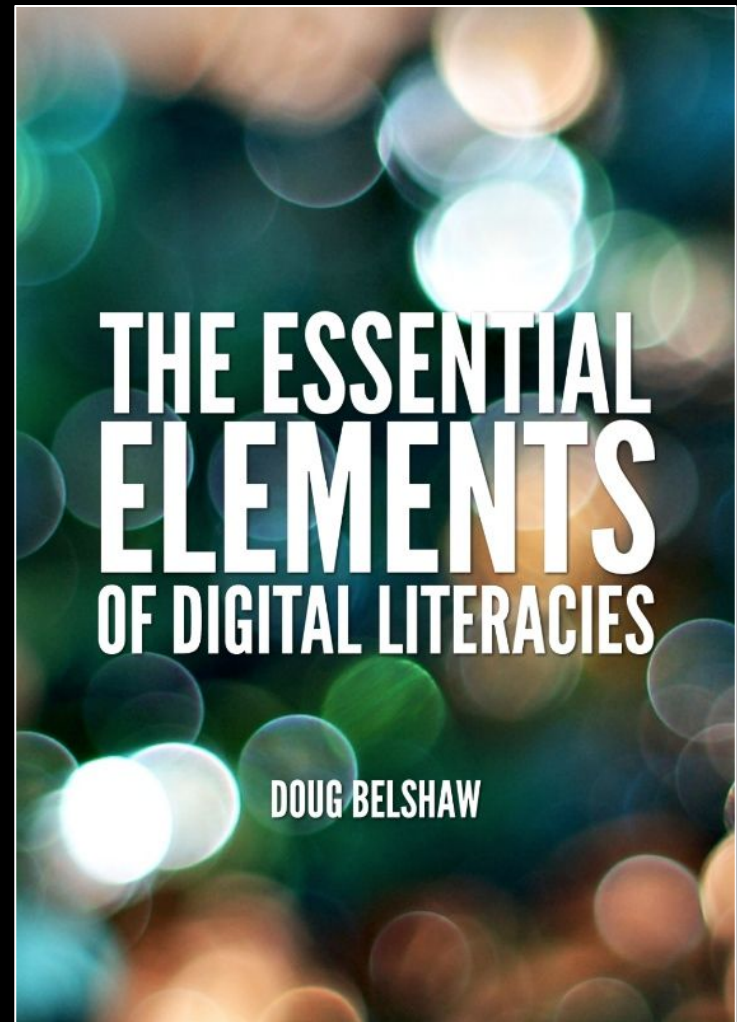
Civic

Updated and rewritten version of
my doctoral thesis

<http://digitalliteraci.es>

OpenBeta model

Now 'pay what you want'



PART IV

Process Model

5 STEP PROCESS MODEL

5

1. DEFINE

2. ACCESS

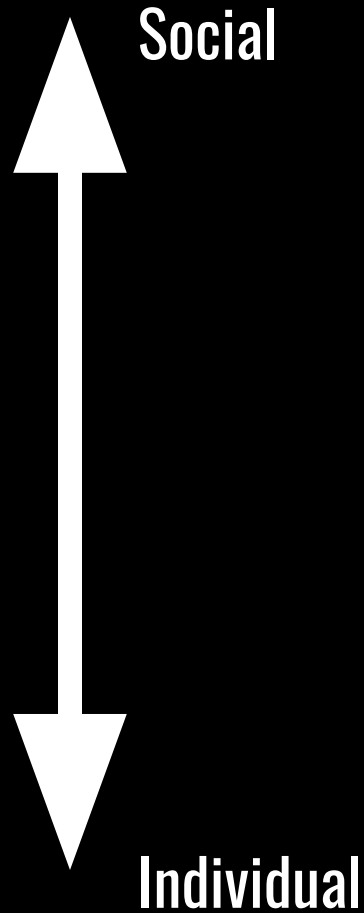
**3. UNDERSTAND
& EVALUATE**

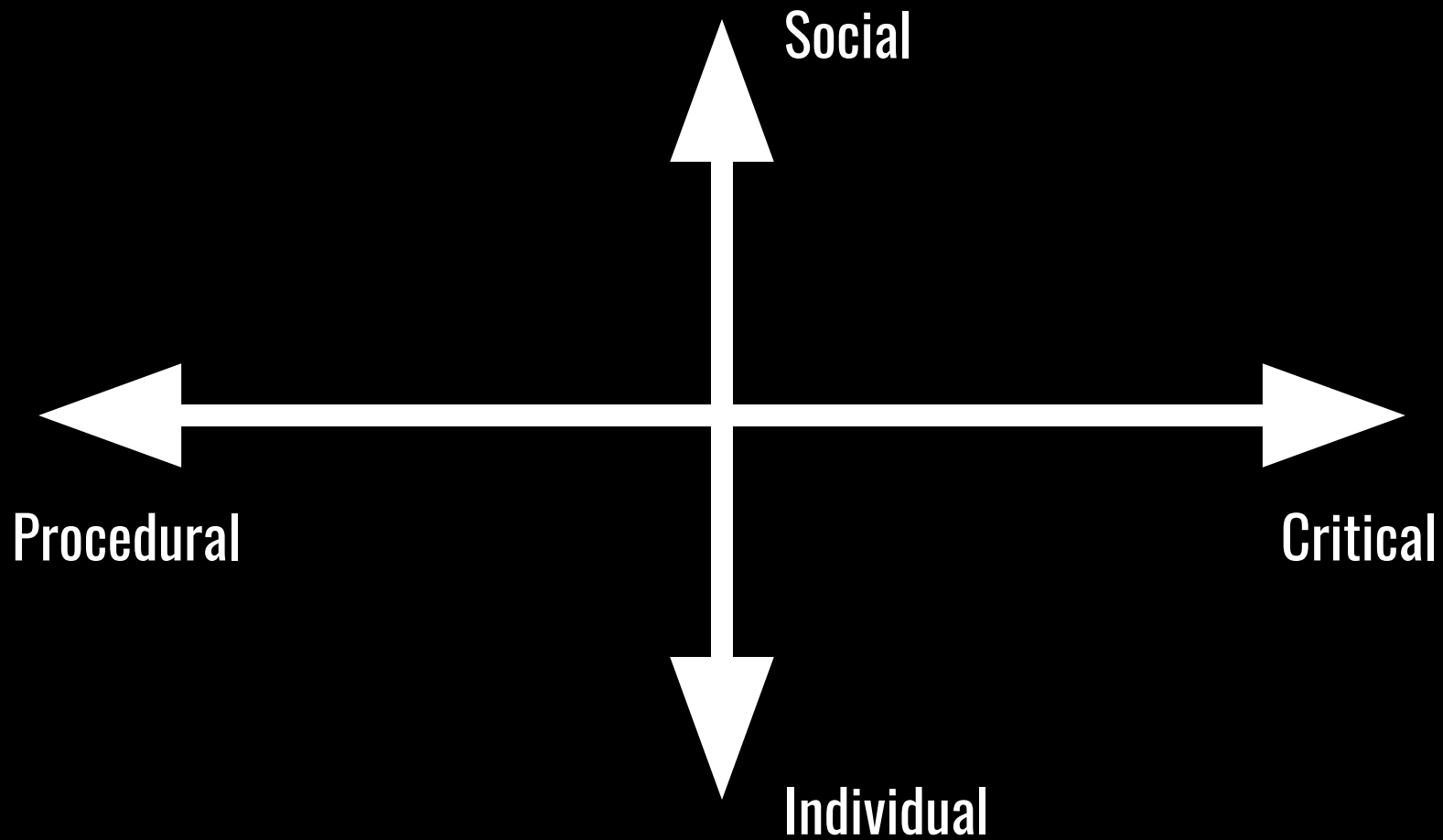
4. CREATE 5. COMMUNICATE

Literacies exist on a spectrum (1)



**Literacies
exist on a
spectrum
(2)**



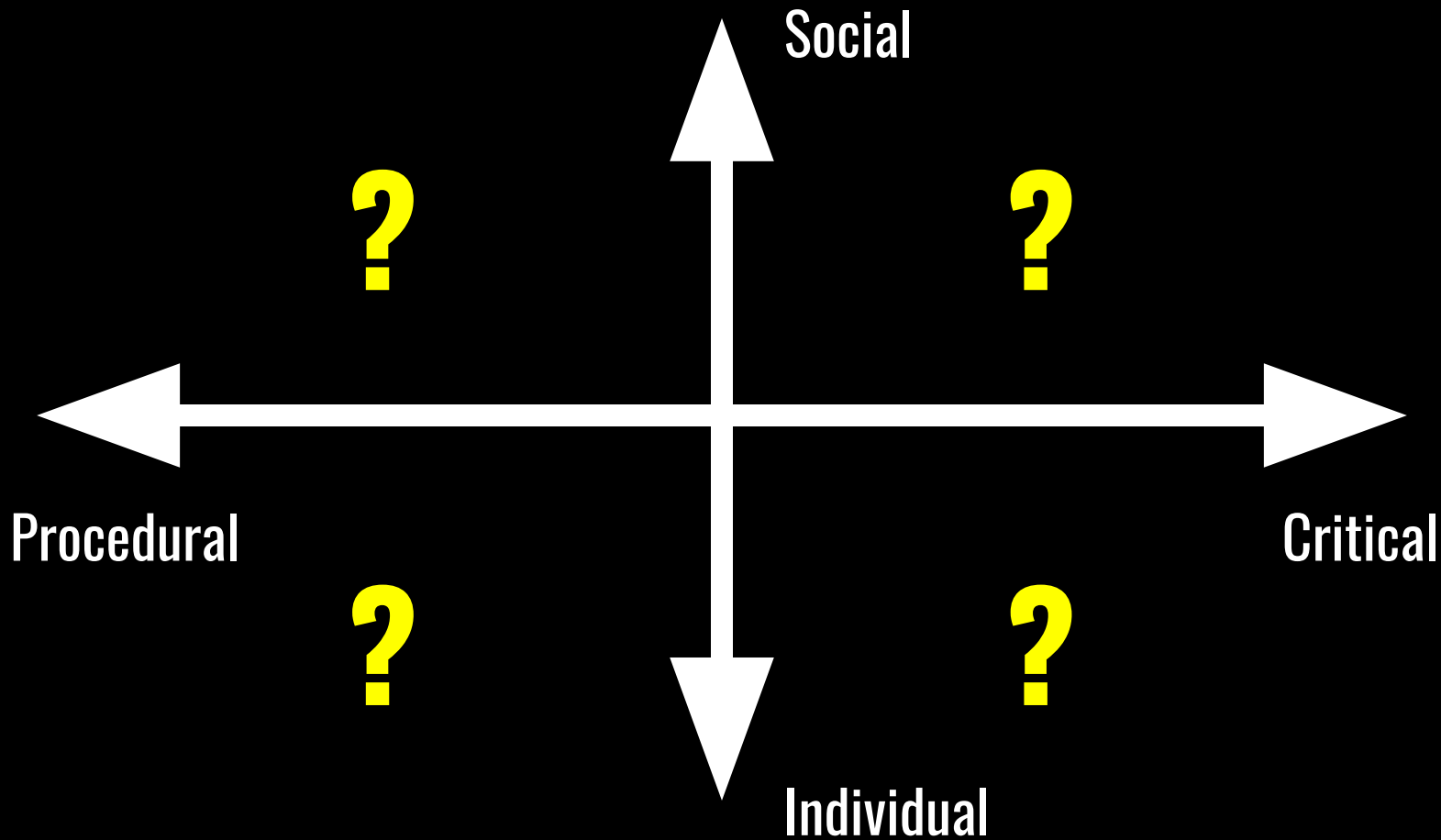


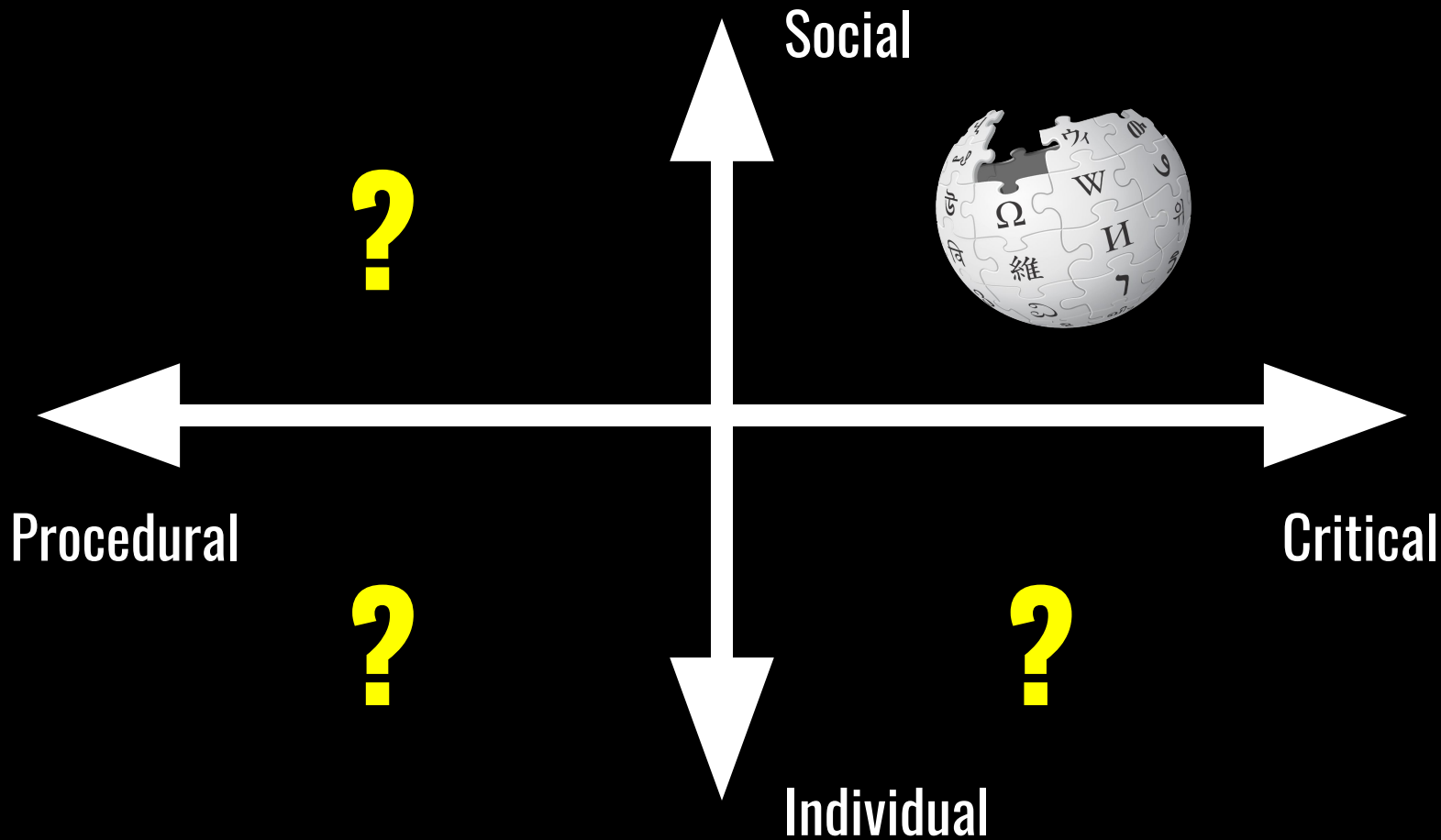
Social

Individual

Procedural

Critical





Editing Digital literacy

Content that violates any copyrights will be deleted. Encyclopedic content must be verifiable. Work submitted to Wikipedia can be edited, used, and redistributed—by anyone—subject to certain terms and conditions.

B I [Advanced](#) [Special characters](#) [Help](#) [Cite](#)

```

{{Multiple issues}}
{{external links|date=July 2015}}
{{refimprove|date=July 2015}}
{{lead too long|date=April 2017}}
}}
'''Digital literacy''' is the set of competencies required for full participation in a knowledge society. It includes knowledge, skills, and behaviors involving the effective use of digital devices such as [[smartphone]], [[tablet computer|tablets]], [[laptop]]s and [[desktop computer|desktop PCs]] for purposes of communication, expression, collaboration and advocacy. While digital literacy initially focused on digital skills and stand-alone computers, the focus has shifted from stand-alone to network devices including the Internet and social media. The term digital literacy was simplified by Paul Gilster in his 1997 book ''''Digital Literacy'''''. Gilster described digital literacy as the usage and comprehension of information in the digital age. He also emphasized the importance of digital technologies as an "essential life skill."<ref>{{Cite book |url=https://pages.ucsd.edu/~bptofarb/comm109w10/reading/LankShear-Knobel_et_al-DigitalLiteracies.pdf |title=Digital literacies : concepts, policies and practices |last=LankShear |first=Colin |last2=Knobel |first2=Michelle |publisher=Peter Lang |year=2008 |isbn=9781433101694 |location=New York |page=18}}</ref>{{Cite book |title=Digital Literacy |last=Gilster |first=Paul |publisher=Wiley |year=1998 |isbn=0471249521}}</ref>
Digital literacy is distinct from [[computer literacy]] and digital skills. Computer literacy preceded digital literacy. Computer literacy refers to knowledge and skills in using traditional computers, such as desktop PCs and laptops. Computer literacy focuses on practical skills in using software application packages. Digital skills is a more contemporary term and are limited to practical abilities in using digital devices, such as laptops and smartphones.
Digital literacy is the marrying of the two terms [[Digital data|digital]] and [[literacy]]. However, it is much more than a combination of the two terms. Digital information is a symbolic representation of data, and literacy refers to the ability to

```

EXAMPLE

Contributing to an article on Wikipedia

Cn

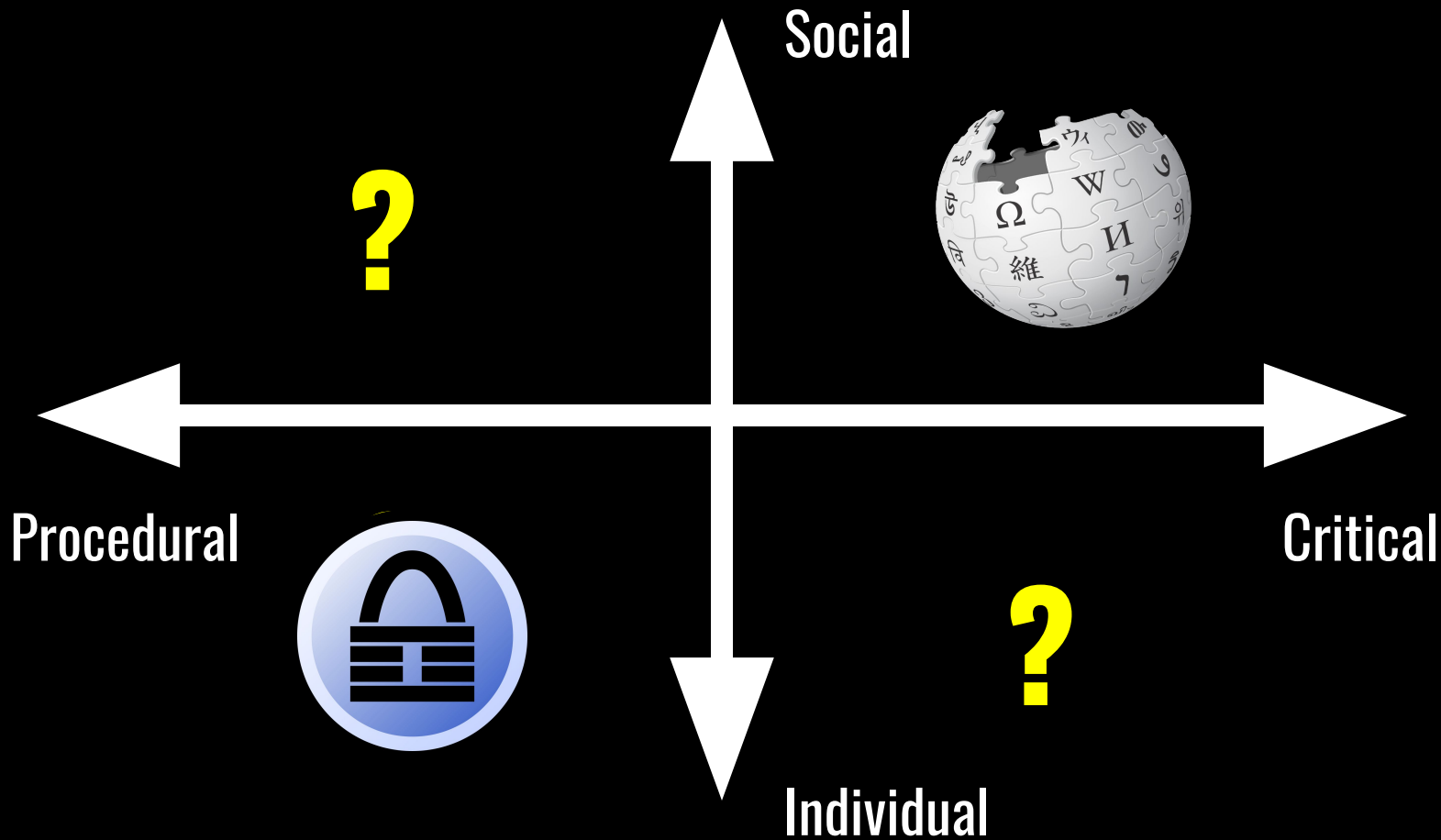
Constructive

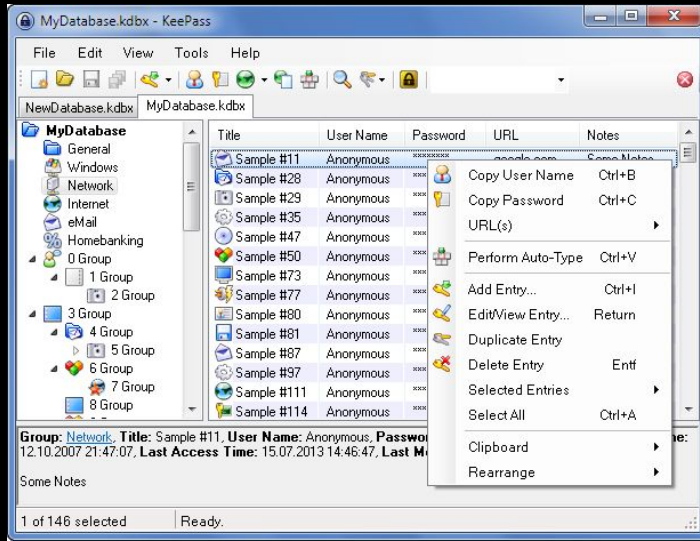
Ct

Critical

Ci

Civic





EXAMPLE

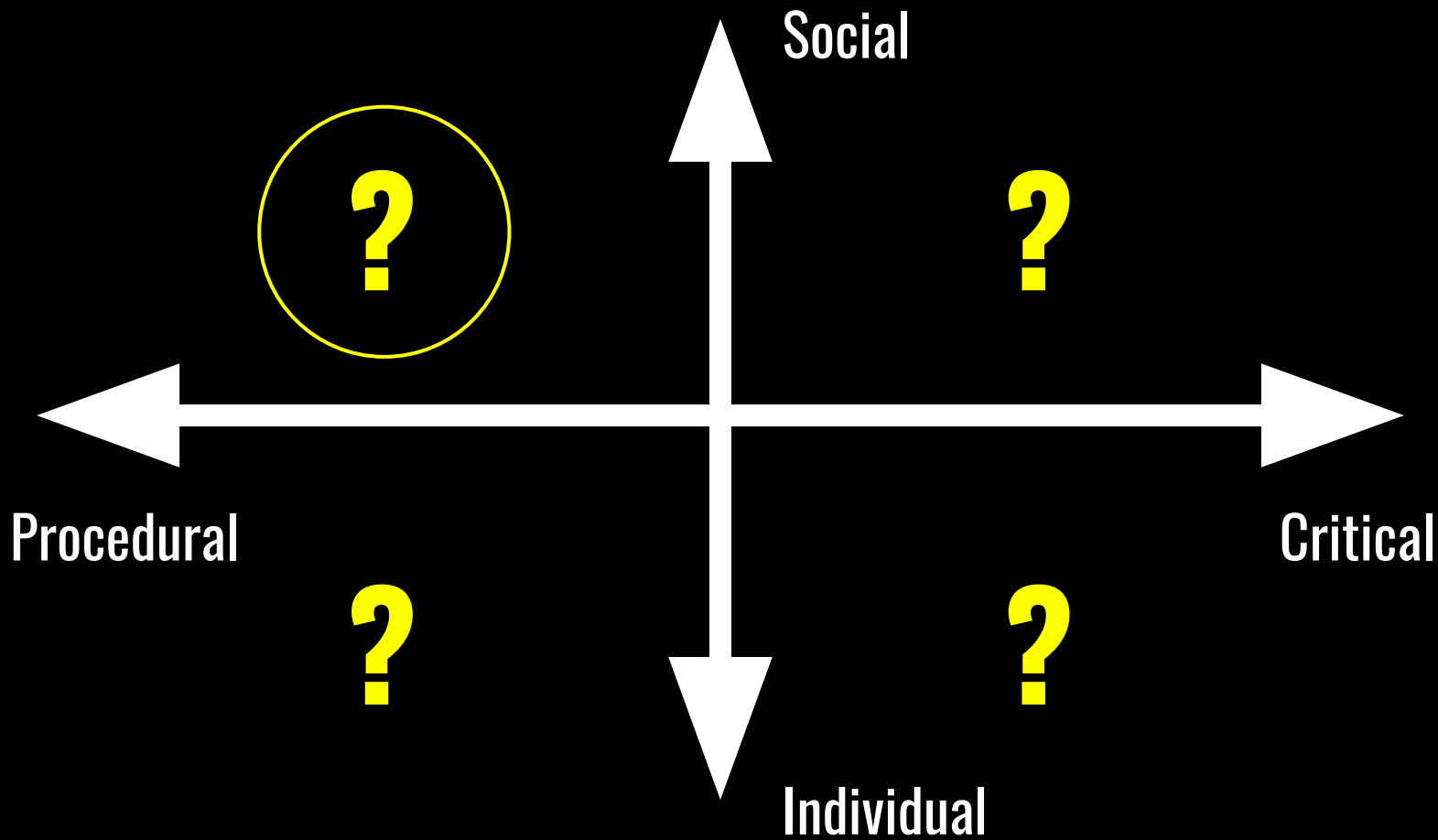
Using a
password
manager

Cf

Confident

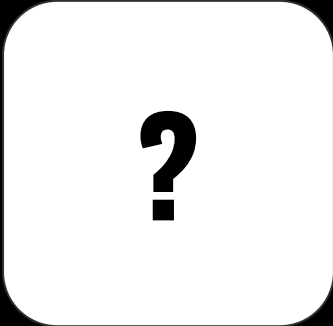
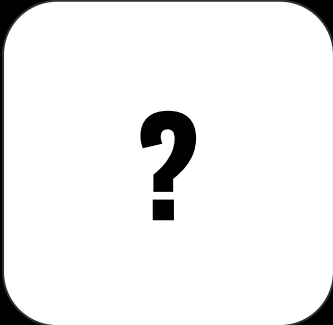
Cg

Cognitive



THIS ENTIRE
STAFF MEETING
COULD HAVE
BEEN AN EMAIL.

YOU WOULDN'T
HAVE READ THE
EMAIL.



Making an appropriate (and funny) **meme**?

THIS ENTIRE
STAFF MEETING
COULD HAVE
BEEN AN EMAIL.

YOU WOULDN'T
HAVE READ THE
EMAIL.



Cu

Cultural

Cr

Creative

Cn

Constructive

Making an appropriate (and funny) **meme**?

PART V

Parting Shots

Do these and **good things** will happen:

1. Understand literacies as being plural and about power
2. Talk to one another about your context
(org/sector/global)
3. Approach off-the-shelf frameworks and case studies
with extreme caution

bit.ly/UEL-digilit

QUESTIONS

Social

- twitter.com/dajbelshaw
- linkedin.com/in/dajbelshaw
- mastodon.social/@dajbelshaw

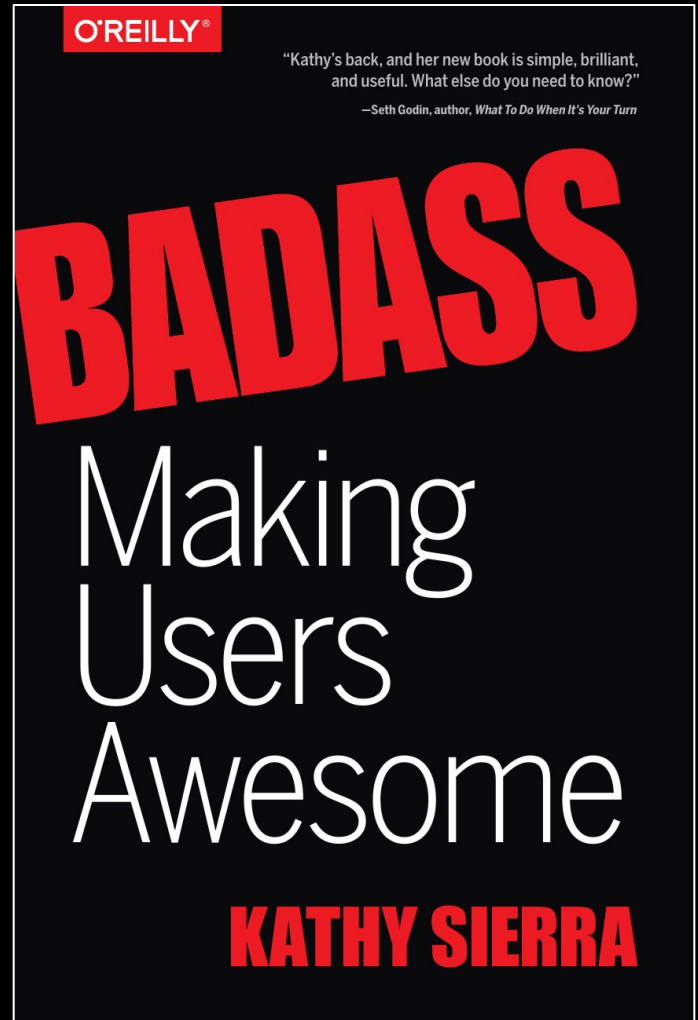
SPARE SLIDES

Deliberate practice

Examples given:

- “Shoot the basketball into the hoop while standing 8-12 feet from the hoop at a 45 degree angle.”
- “Play this section at half speed, without errors.”
- “Create four test blog posts using the Starter Template, with photos inserted at the top and middle of the post.”

(p.117)



Deliberate practice

Let's apply that:

- Configure every social network you are part of so that your updates are completely private and viewable to no-one other than yourself.
- Compose 20 tweets that all use exactly 140 characters.
- Create 10 tweets using the same widely-used hashtag (e.g. #edchat) and engage with anyone who favourites, replies, or retweets you.

O'REILLY®

"Kathy's back, and her new book is simple, brilliant, and useful. What else do you need to know?"

—Seth Godin, author, *What To Do When It's Your Turn*

BADASS

Making
Users
Awesome

KATHY SIERRA

"Communications tools don't get
socially interesting until they get
technologically boring."



Clay Shirky



A CERTIFICATE
IS JUST AN
OFFLINE
BADGE...

St John
Ambulance



STUDENT FIRST AID

This is to certify

Ben Belshaw

attended a first aid course

on 7/4/17 at

Signature

Sue Keller

Chief Executive, St John Ambulance

For topics covered, see the reverse of this certificate

BUILD YOUR OWN FIRST AID COURSE

Please stamp the pale green box for each module completed

20 MINUTE MODULES

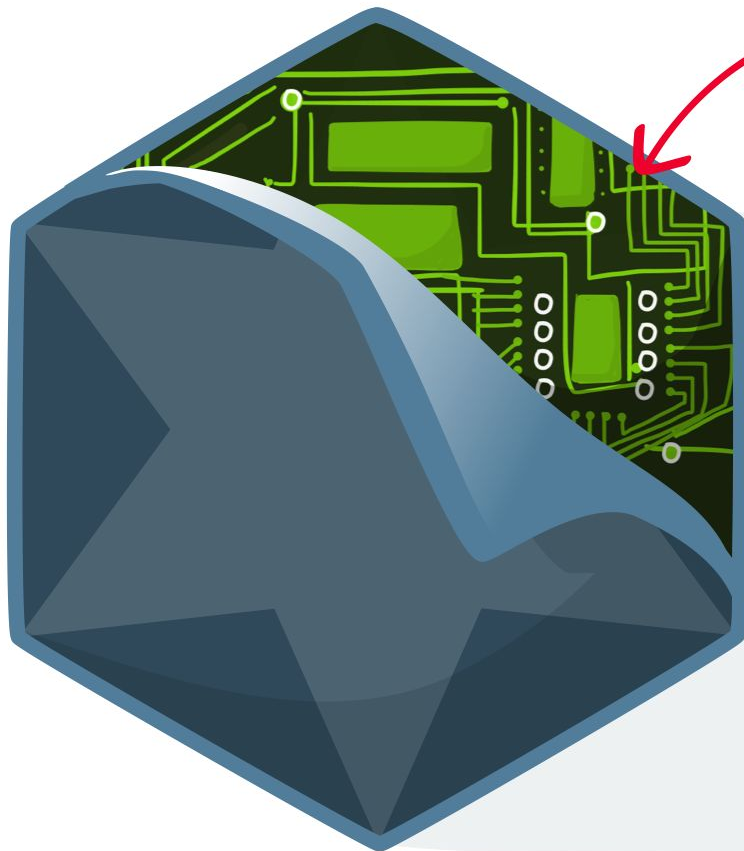
- Allergic reaction
- Asthma
- Bites and stings
- Bleeding and bruising - minor
- Burns and scalds
- Choking
- Chest pains
- Childhood conditions
- Communication and casualty care
- Fainting
- First aid kit
- Foreign objects
- Low blood sugar
- Meningitis
- Poisons
- Primary survey
- Seizures
- Shock
- Stroke

30 MINUTE MODULES

- Bone, muscle and joint injuries
- Choking (all ages)
- Head injuries
- Heat and cold - extreme
- Recovery position
- Resuscitation (adult)
- Resuscitation (child & infant)
- Severe bleeding
- Spinal injury
- Use of AED (11+ only)

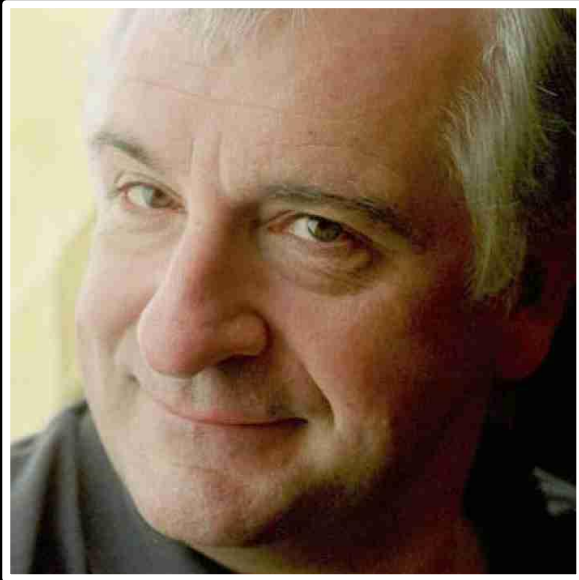
WITH FIRST AID
SKILLS,
ANYONE
CAN BE THE
DIFFERENCE
BETWEEN A LIFE
LOST
AND A LIFE
SAVED

© St John Ambulance 2015 Registered charity no. 1077265/1



THERE'S
DATA INSIDE!

badge name
badge URL (description)
badge criteria
badge image
issuer
issue date
recipient
tags
alignment (standards)
expiration date
evidence URL



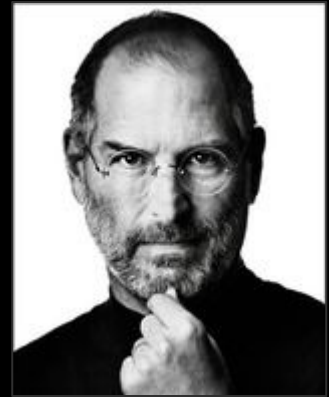
**“We are stuck with
technology when
what we really want
is just stuff that
works.”**

(Douglas Adams)

1. **Take a photo** of something interesting with your mobile device.
2. **Edit it** (e.g. crop / change colour / draw on top of it)
3. **Send it** to someone / your network (use the #digilit hashtag!)

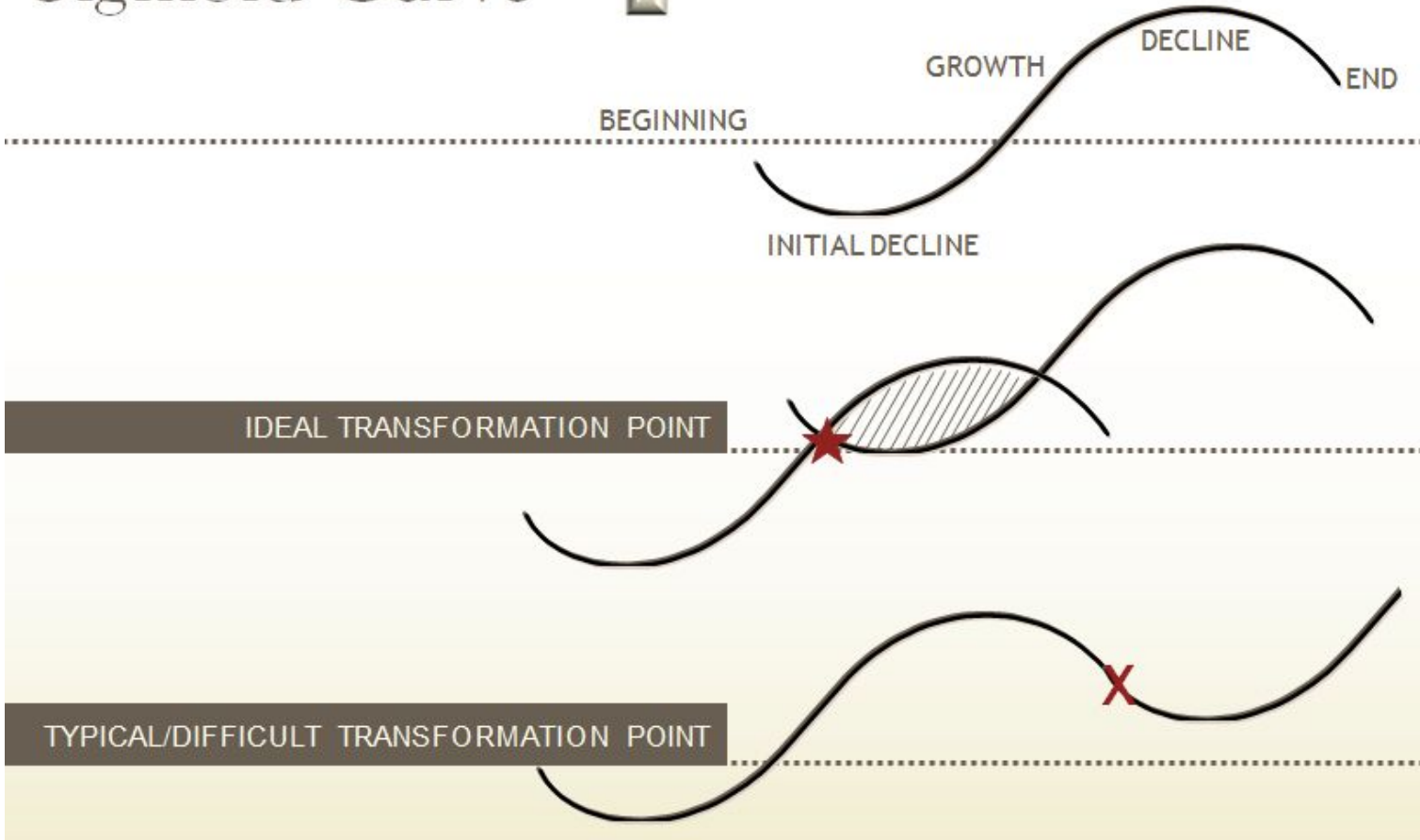
“Everything around you that you call life was made up by people that were no smarter than you. And you can change it, you can influence it...

Once you learn that, you’ll never be the same again.”

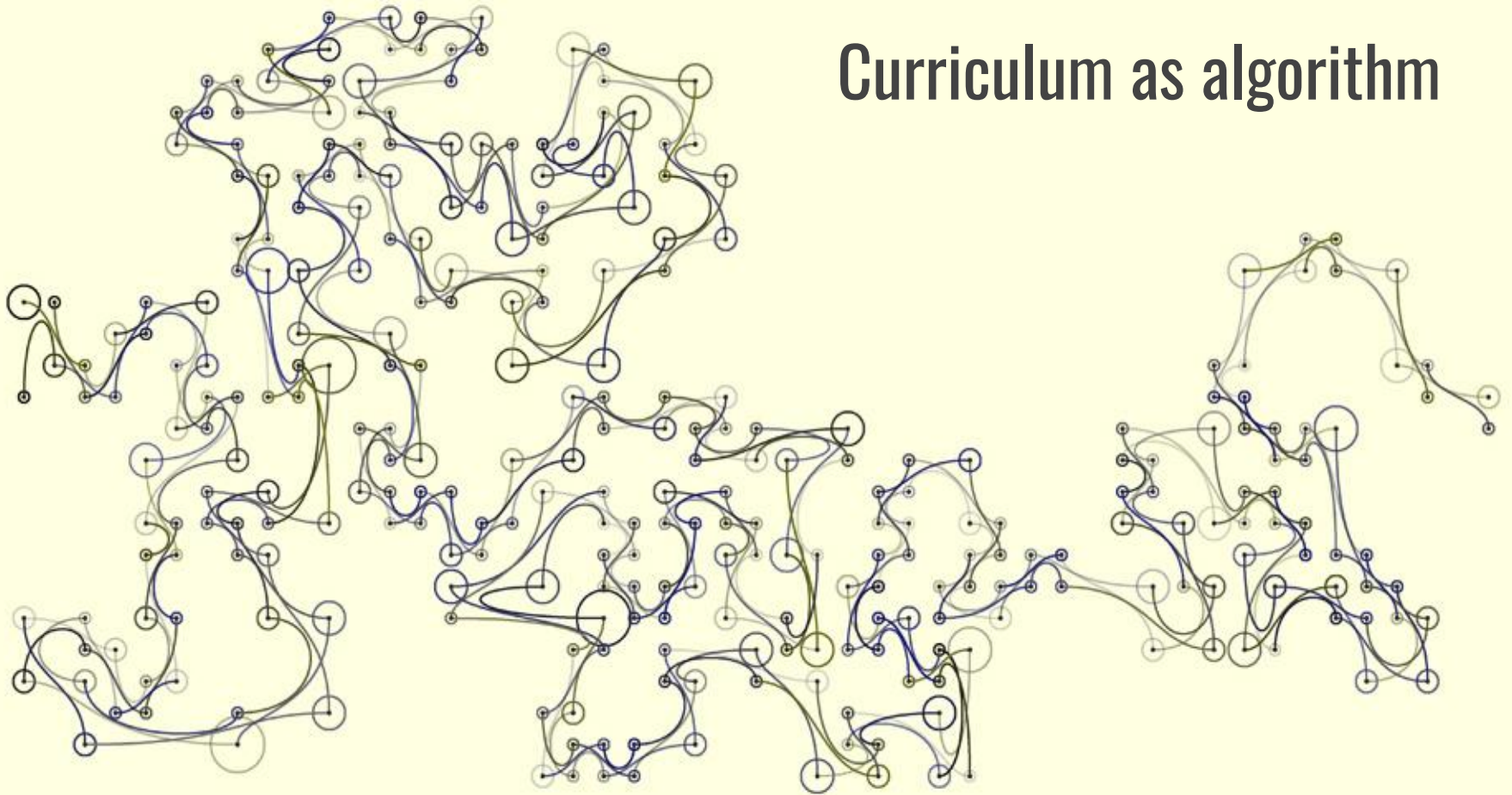


**Steve Jobs
(1955-2011)**

Sigmoid Curve



Curriculum as algorithm



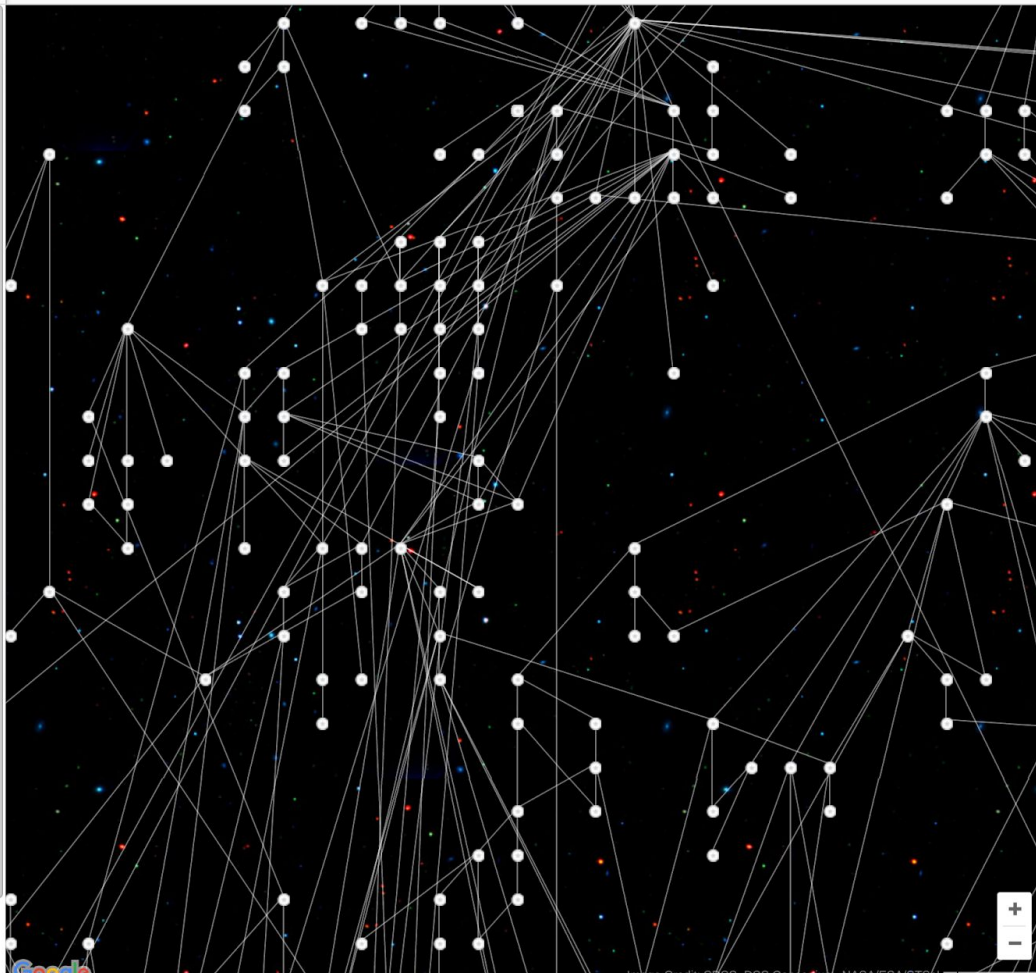
- 1. Continuously-curated learning content and activities**
- 2. Formative feedback**
- 3. Multiple pathways to diverse goals**
- 4. Flexible accreditation**

Curriculum as algorithm



Knowledge Map

- Count with small numbers
- Compare size
- Name shapes 1
- Numbers to 100
- Missing numbers
- Count in pictures
- Count in order
- Find 1 more or 1 less than a number
- Count objects 1
- Compare numbers of objects 1
- Comparing numbers to 10
- Count objects 2
- Making 5
- Add within 10
- Compare numbers of objects 2

WARNING: Some links may be broken – [Vital Statistics](#)



Doug Belshaw

dajbelshaw

I'm a consultant who helps people and organisations improve their use of technology. Co-founder of @WeAreOpenCoop #digilit #edtech #coops #openbadges

- Dynamic Skillset
- Northumberland, England
- <http://dougbelshaw.com>

Overview Repositories 29 Stars 68 Followers 19 Following 13

Pinned repositories

Customize your pinned repositories

radical-participation

Forked from impress/impress.js

A presentation for the Durham Blackboard Users conference in January 2015.

JavaScript

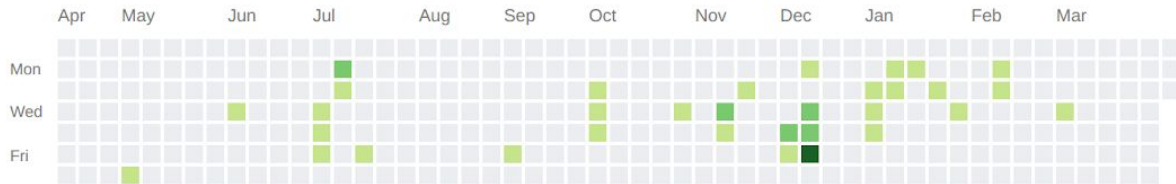
thoughtshrapnel

Website for thoughtshrapnel.com

HTML

187 contributions in the last year

Contribution settings



[Learn how we count contributions.](#)

Less More

A CONSTELLATION OF PATHWAYS

THOUGHT: CARLA CASILLI @bryanMMathers

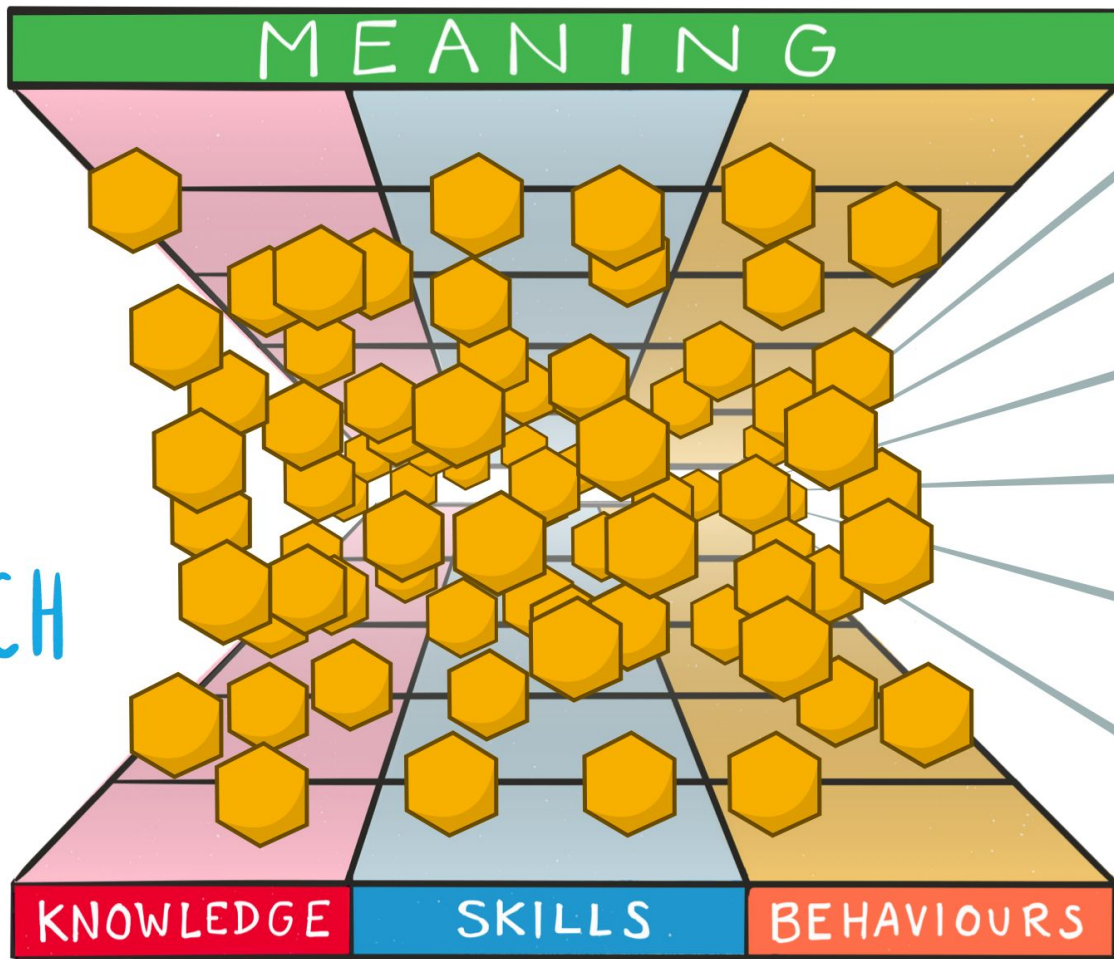




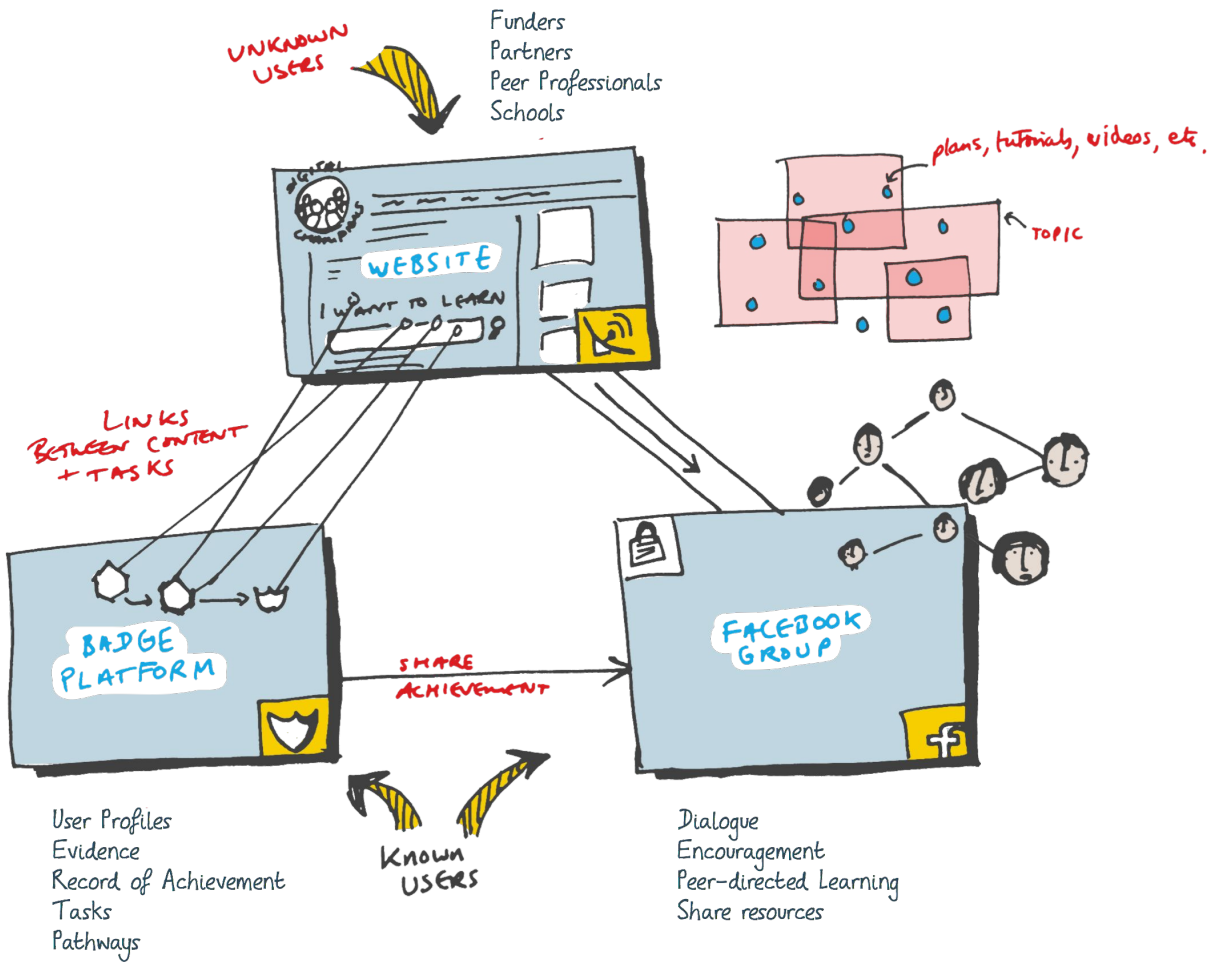
v0.2

@bryanMMathers

DIGITAL SKILLS SANDWICH



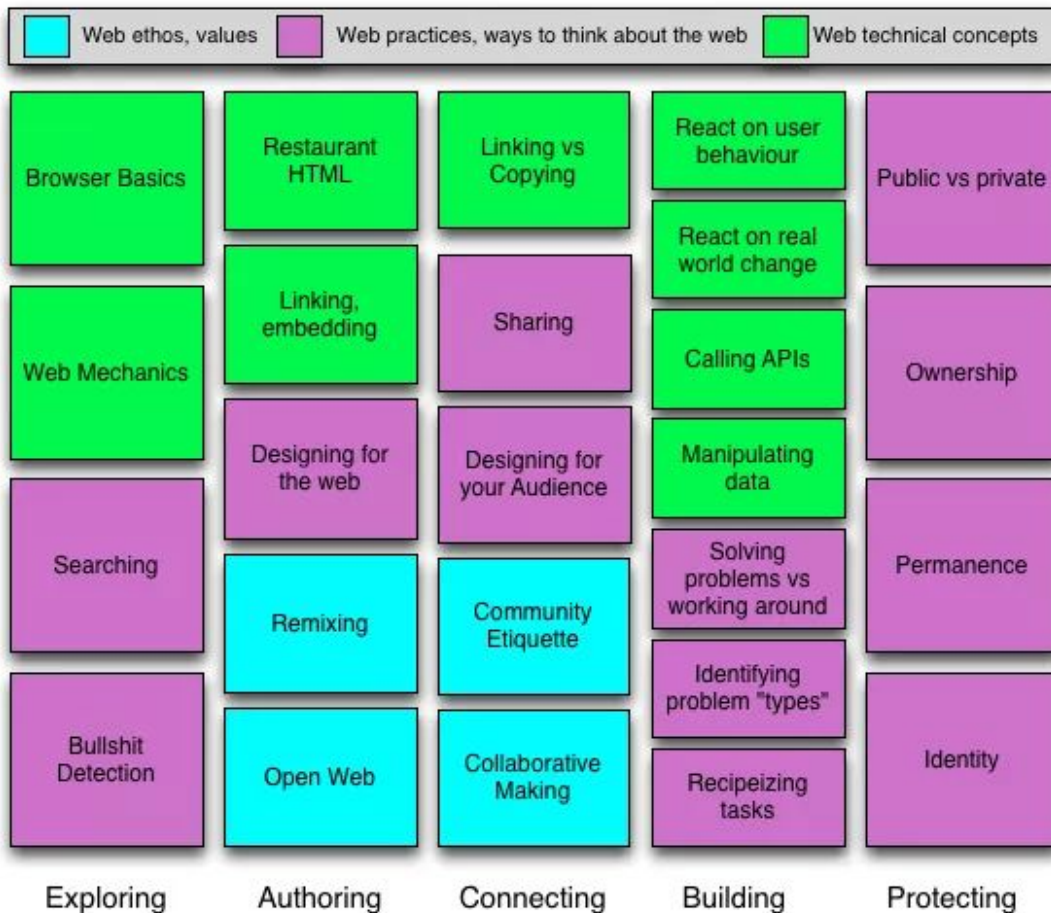


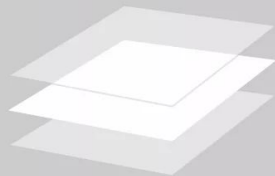
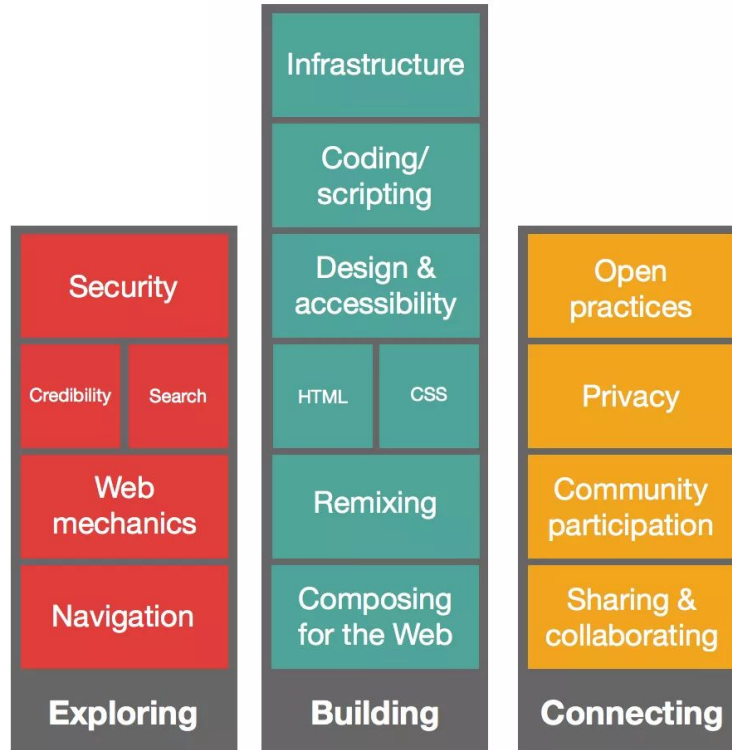


moz://a



Web Literacy? (v 0.1 alpha)





This is a **competency**-level grid existing between a more granular **skills** layer (e.g. ‘tabbed browsing’) and a **literacies** layer (e.g. ‘identity’)

Early 2013

Web Literacy Standard

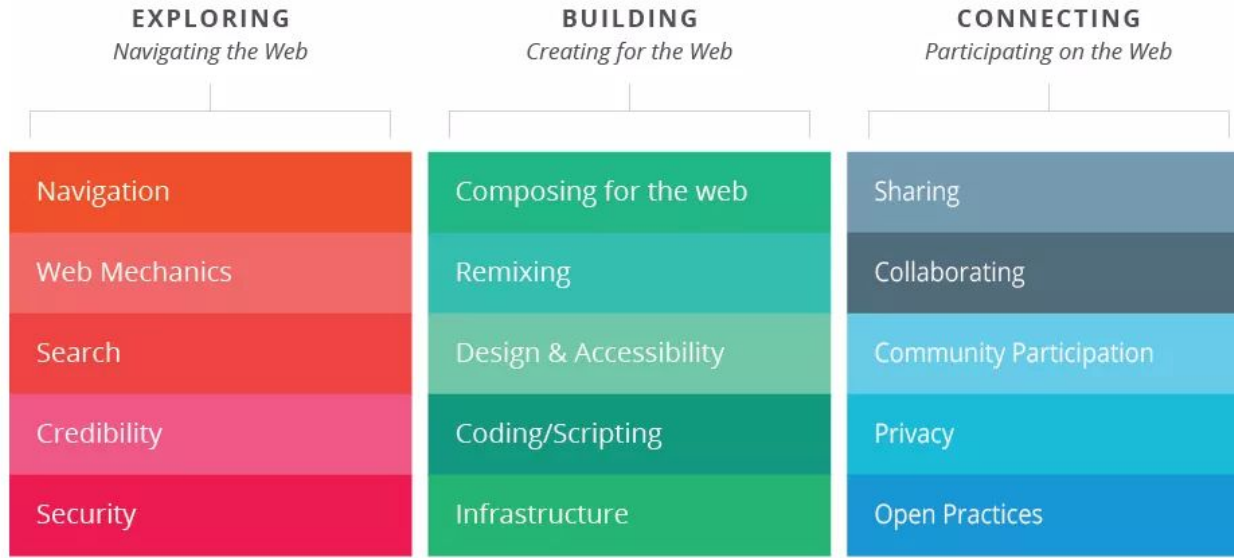
Version: RFC (July 2013)

Exploring Navigating the Web	Building Creating for the Web	Connecting Participating on the Web
Navigation	Composing for the Web	Sharing and Collaborating
Web Mechanics	Remixing	Community Participation
Search	HTML	Privacy
Credibility	CSS	Open Practices
Security	Design & Accessibility	
	Coding / Scripting	
	Infrastructure	

mozilla
<http://mzl.la/webilitstd>

Late 2013

Web Literacy Map



VERSION 1.1

2014

We've changed! Looking for easy ways to get started? Try out our [Tools](#), Or remix something in the [Gallery](#).

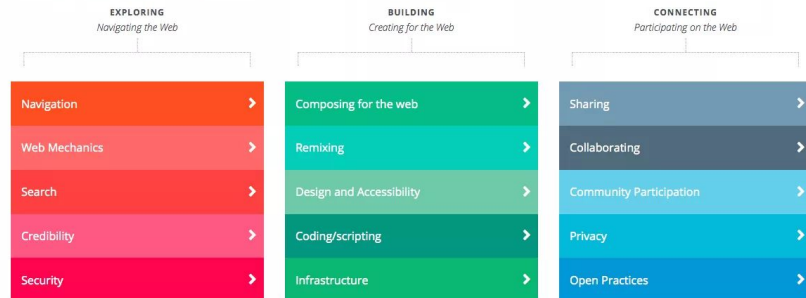
Resources for teaching and learning



Teach and learn digital skills and web literacy. The pages in this section are full of fun things to discover, make and teach. Our global community is continually adding new activities, lesson plans and tutorials from across the web that make it easy to learn by doing. Anyone can use these educational resources—they're free, open and backed by [Mozilla's non-profit mission](#).

Webmaker educational resources are backed by [Mozilla's Web Literacy Map](#), covering the complete set of skills people need to thrive in today's digital world.

Web Literacy Map



Discover new skills. Then share them with others.

Learn through hands-on making and doing. Then share what you've learned with others. Webmaker resources are designed to make it easy and fun to teach everything from searching and navigating to coding and scripting, digital citizenship and protecting online privacy. Try [creating your own](#) teaching kits to share with other educators and mentors around the world.

Discover

Get your feet wet. Introduce yourself to new digital skills quickly through fun things to read, watch, listen or share.

Make

Get your hands dirty. The best way to learn is through hands-on making and building! Create web pages, multimedia videos, or remixes that help you learn practical skills as you go.

Teach

Share what you know. Anyone can teach with Webmaker. Whether you're an educator in the classroom or an enthusiastic mentor, parent or friend, we've got activities and teaching guides that can help.

Remixing

Modifying existing web resources to create something new

Many of our greatest creative accomplishments are made as a reaction to someone else. Nowhere is this more evident than on the web. Remixing the ideas of others by adding your own spin can let you turn something old into something new, talk back to media, or stand on the shoulders of giants to make your own statement on the web.

Skills

- Identifying and using openly-licensed work
- Combining multimedia resources
- Creating something new on the web using existing resources

This page is evolving! Suggest your own links and resources to add. [Or get more involved.](#)

[Login to submit a resource](#)

Discover

Make

Teach

Discover

Listen to a remix

These mashups are songs made from bits of other songs.

[The Grey Album](#), DJ Dangermouse's remix of JayZ and The Beatles

[Girl Talk creating a mashup](#) on his couch by remixing Elvis Costello

[Pop Danthology 2013](#): a mashup of 68 different songs

Watch DJ Kutiman's "Thru You" remix

A mashup [created by remixing hundreds of uploaded You Tube clips](#)

2014



TEACHING ACTIVITIES
Activities and lesson plans to get you started



EVENTS
Find gatherings near you, or host your own



TEACH LIKE MOZILLA
Learn about our approach to teaching the Web

Web Literacy



MOZILLA WEB CLUBS
Join our global community of local chapters

Web Literacy



Web Literacy is the skills and competencies needed for reading, writing, and participating on the Web.

Explore
Reading the Web

Build
Writing the Web

Connect
Participating on the Web

NAVIGATION	▼
WEB MECHANICS	▼
SEARCH	▼
CREDIBILITY	▼
SECURITY	▼

COMPOSING	▼
REMIXING	▼
DESIGNING	▼
CODING/SCRIPTING	▼
ACCESSIBILITY	▼

SHARING	▼
COLLABORATING	▼
PARTICIPATION	▼
PRIVACY	▼
OPEN PRACTICES	▼



Contribute

Join the community on defining Web Literacy at Mozilla



Learn More

This whitepaper explores why Mozilla cares about Web Literacy



Get Reading

Web Literacy is core to the Mozilla mission and values

Sign in or Sign Up

TEACHING ACTIVITIES

WEB LITERACY

> 21st Century Skills

LEADERSHIP OPPORTUNITIES

TOOLS

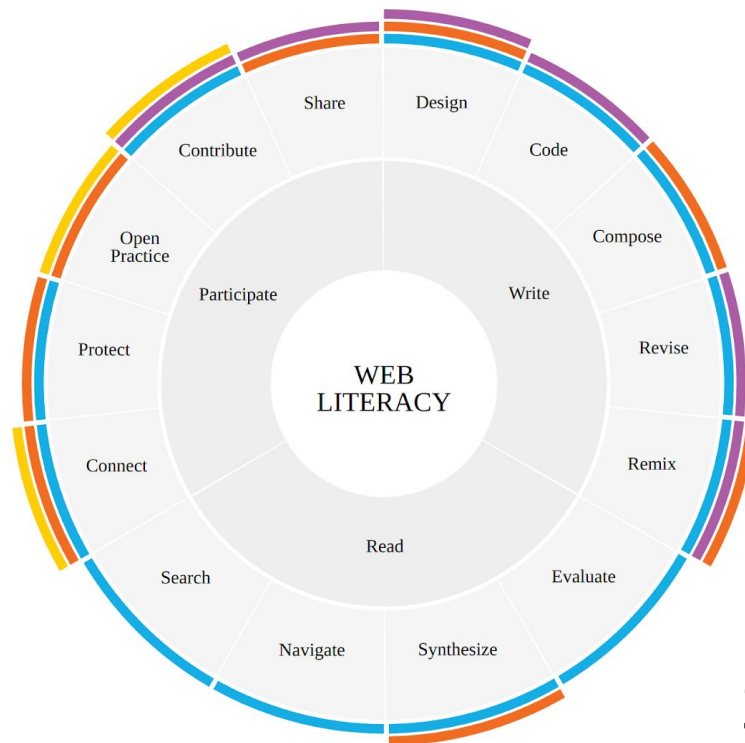
COMMUNITY

Web Literacy

A framework for entry-level web literacy & 21st Century skills. Explore the map by selecting what you want to learn more about, to see definitions and activities.

21st Century Skills

- Problem-Solving
- Communication
- Creativity
- Collaboration



2016+

- 1. Define your audience**
- 2. Focus on verbs**
- 3. Add version numbers**

Creating a framework?



Skills

Competencies

Literacies

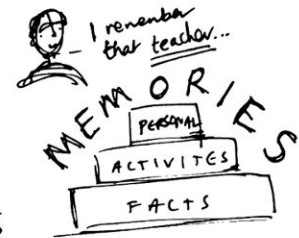
Defining the cast

(backup activity)

SAFETY NET.
TASTE ~~SUCCESS~~ FAILURE
PART OF THE SCHOOL

WHY AM I HERE?
BECAUSE I WANT TO BE
BECAUSE I HAVE TO BE.

BELONGING? TO SCHOOL



MISSING CULTURAL CONTEXT.
hard to interact with school.
CLEANING LABOURER
PARENTS. DON'T SPEAK ENGLISH WELL
ROMANIAN
ANNA RESILIENT
12 COUNTRY TOWN SETTLED.

NARROW VIEW → BROAD VIEW
EDUCATION

ENGLISH. ART SPORT
NEED
OPEN UP A BIT.
SELF AWARENESS
SEE THE OPTIONS
Small FAMILY
BIG TOWN
Niall 14-15
SINGLE MINDED
STUBBORN
IT'S HIS WAY OR IT'S NO WAY...

NEEDS
FRIENDS
TECHNICAL ENGLISH
CULTURAL
GOOD ENGLISH
RESPONSIBILITY. → DRIVEN
MOTIVATED.
GREAT AT LANGUAGES
CONFORMS — IT'S A PASSPORT
NO CULTURAL CAPITAL
LIVELY
SMALLER TARGETS/GOALS.
disruptive.
small comments
make life more interesting.

ACHIEVE → JAIL
INTERESTED IN MUSIC (BUT NOT SCHOOL MUSIC).
RISK TAKING
INVISIBLE

THE CAST STUDENTS

SMART ALEC
SUPPORT AT HOME.
Podraig 14
Bright & bored
Constantly in trouble
Kicking a ball around - SPORT.
VILLAGE SCHOOL

MINIMAL EFFORT.
In the pack.
ORLA
AVERAGE STUDENT.
(ordinary level).

never does bad enough for anyone to notice.
FAILED BEFORE.
No MOTIVATION TO GET OUT OF THAT.
CITY. SOCIALLY RESERVED

Enough RE INFLUENCED
15
WORKS HARD
DEBATING TEAM.
BASKETBALL TEAM
CITY SCHOOL Single Sex
STRONG EXAM CANDIDATE.
6-7 AS → COLLEGE.
SCHOOL IS THE TRACK. THE SYSTEM SUITS.
+ WORKS HARD
RESILIENCE? OUT GETS

NEEDS
SOCIAL CHALLENGE.
CARE FOR HERSELF
INDEPENDENCE
VERY DIFFICULT
PARENTS.
RITA 6
+ SNA Special relationship
DUMB SYNDROME.
MAINSTREAM SCHOOL
SPIRITED SOCIABLE.
DIFFICULTIES
RULES
SOCIAL CONSTRAINTS JUST TAKES OFF

NEED. hook into learning
WANTS A quiet life

Digital Fluency: Preparing Students to Create Big, Bold Problems

by Jennifer Sparrow | Monday, March 12, 2018 | New Horizons | In Print | PDF

How do we in higher education help students prepare for the future by becoming not only problem solvers but also problem creators?



“Digital fluency is the ability to leverage technology to create new knowledge, new challenges, and new problems and to complement these with critical thinking, complex problem solving, and social intelligence to solve the new challenges.” Digital fluency also requires excellent communication skills, new media literacy, and cognitive load management to address the issues, and concerns we face today and in the future.”

<https://er.educause.edu/articles/2018/3/digital-fluency-preparing-students-to-create-big-bold-problems>



Educators
seem to love
**'umbrella
terms'**!

Google

Google Search

I'm Feeling Lucky

Digital fluency is the aptitude to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world.

Digital fluency is the ability to leverage technology to create new knowledge, new challenges, and new problems and to complement these with critical thinking, complex problem solving, and social intelligence to solve the new challenges. Digital fluency also requires excellent communication skills, new media literacy, and cognitive load management to address the issues, and concerns we face today and in the future.

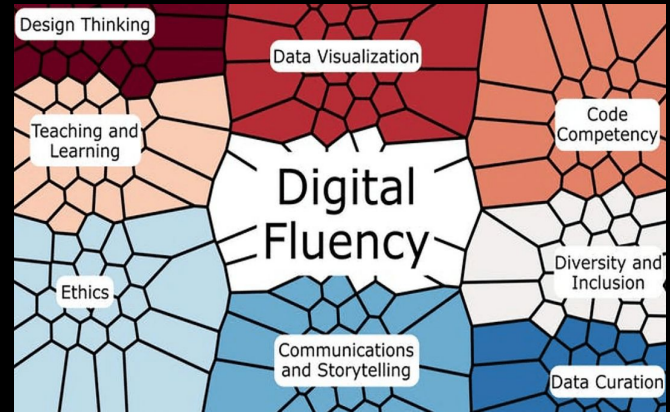
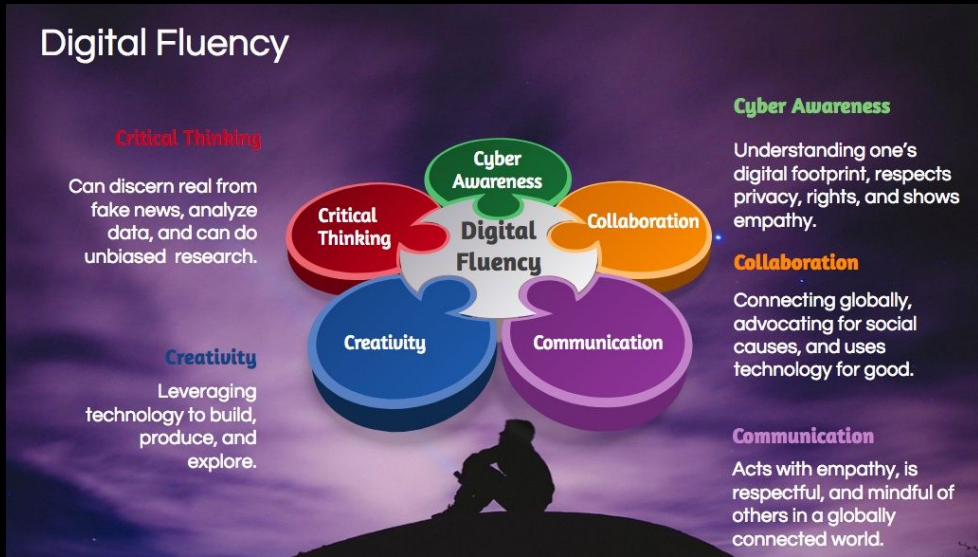
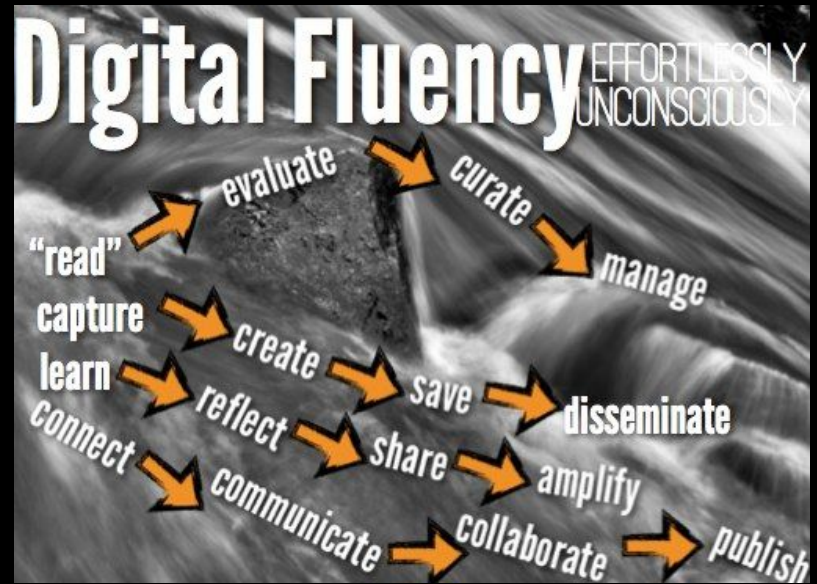
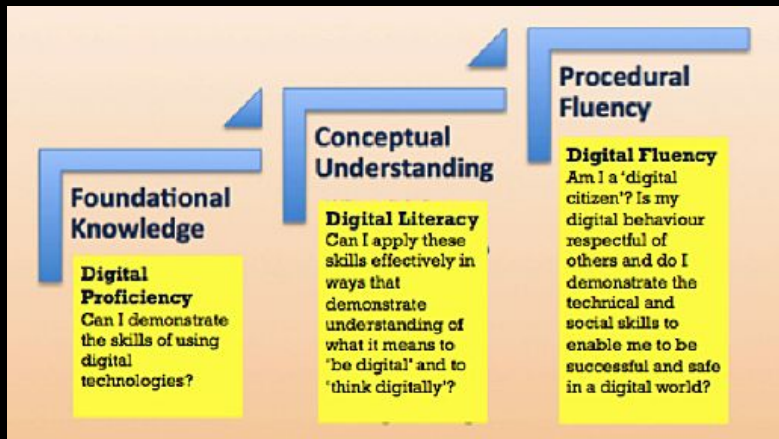
[**Digital fluency** is] the ability to use technology effectively to achieve desired outcomes; knowing when and why to use particular tools and the ability to seamlessly combine tools together.

While many definitions of digital literacy focus on the development of basic digital skills and competencies, **digital fluency** goes one step further and focuses on the metacognitive skills required to transfer those digital skills from one technology to another, and to make sound, nuanced decisions about technology use.

Digital literacy and **digital fluency** describe students' capability in using digital technologies to achieve desired outcomes.

The essence of **digital fluency** is to make core critical thinking and information literacy skills relevant to the needs of the digital environment.







● "digital fluency"
Search term

● "digital literacy"
Search term

+ Add comparison

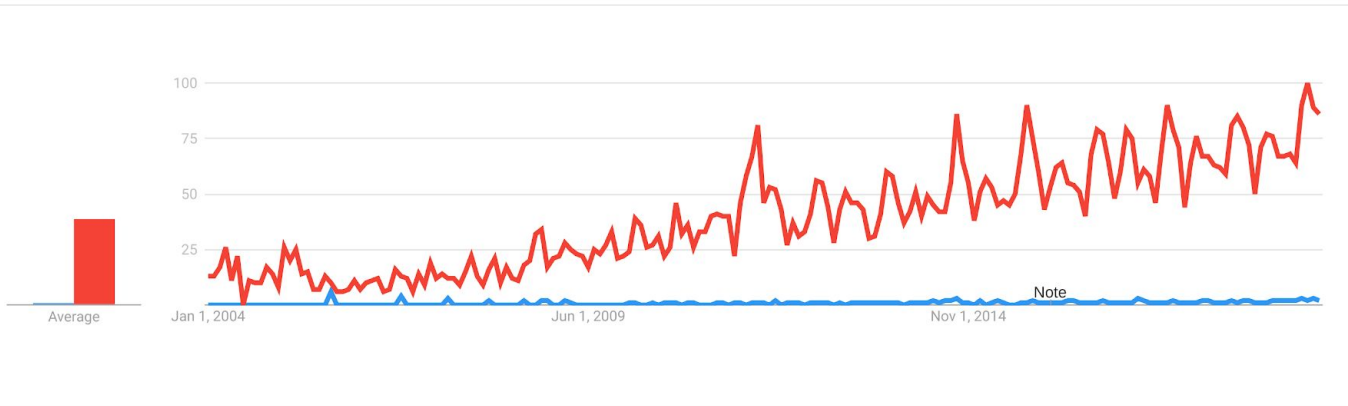
Worldwide ▾

2004 - present ▾

All categories ▾

Web Search ▾

Interest over time ?



Compared breakdown by region

Region ▾

● "digital fluency" ● "digital literacy"

Sort: Interest for "digital fluency" ▾